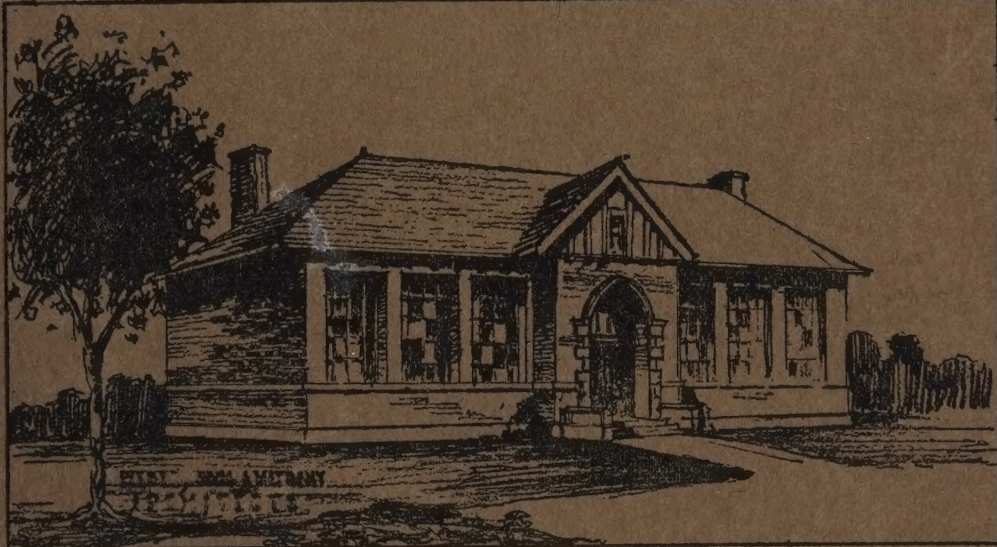


Ohio Rural and Village Elementary School Standards



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Ohio Rural and Village Elementary School Standards

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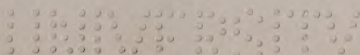
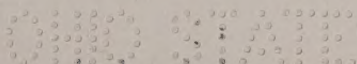
A Manual of Suggestions

For Elementary Teachers, Administrators, Patrons of the School,
and Pupils



Prepared by
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Rural School Supervisor

Issued by
J. L. CLIFTON
Director of Education



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Foreword

This bulletin has been prepared and issued in the hope of meeting a demand for better elementary school conditions throughout the state of Ohio.

It has been found that in the graded schools of two and more rooms, the course of work is richer, and the progress of pupils is more rapid than in the one-room, one-teacher schools.

In this bulletin the attempt is made to show that if the course of work, in the eight grades of the one-room schools be properly organized and carried out, the pupils of these schools will make much more rapid and satisfactory progress than has been made in the past under the old system or no system of such schools.

Standardization of the rural and village elementary schools is advocated by the State Department of Education, as a feasible means of reaching the desired ends. To assist in reaching a conclusion in standardization of the schools, a Score Card has been prepared and is a part of this bulletin. Its potentialities can be realized by the combined efforts of the teachers, school, and the patrons.

The people of most communities are well able, and they desire to have the best in everything relating to home and school, and especially do they want a good school, since it plays such a large part in the civic and social life of the community.

The State Department of Education is anxious and ever ready to assist school officials in the improvement in school architecture and sanitation, beautification and comfort, a school library and other needed equipment, and all other needs and requirements of schools in which the youth are trained in citizenship, without which education will be a failure and the provisions of the Constitution of the state of Ohio for a "thorough, efficient system of schools" be defeated.

In the preparation of this bulletin, credit is given to other state departments of education for thoughts, expressions, and some materials embodied in their bulletins relating to rural schools.

The following is the wording of the Certificate that the State of Ohio will award to Standard Elementary Schools.

THE STATE OF OHIO

Department of Education of the State of Ohio.

CERTIFICATE OF STANDARDIZATION

This is to certify that this elementary school, known as.....
.....school in.....school district in
.....county, state of Ohio, has met the requirements
for a Standardized Elementary School of the.....Class or Grade.

This Certificate is awarded in recognition of the interest manifested
by the school patrons, pupils, teacher, and supervising authority of this
school.

Dated at Columbus, Ohio, this.....day of 192.....

.....

Director of Education

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Thoughts on Education

“Education is the preparation for complete living.”—*Herbert Spencer*.

“The purpose of education is to give to the body and to the soul all the beauty and all the perfection of which they are capable.”—*Plato*.

“Education is the preparation of the individual for reciprocal union with society; the preparation of the individual so that he can help his fellowmen, and in return receive and appropriate their help.”—*W. T. Harris*.

“To meet the needs of the present social conditions and to maintain the proper balance between the vocational and the cultural phase of education, our educational system must have the following aims: (1) vocational training, (2) training for home-making, (3) training for citizenship, (4) training for the use of the mother tongue, (5) training for health conservation, (6) training in the right use of leisure time.”—*Present Day Tendencies in Education — Bizzell-Deirican*.

“Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.”—*George Washington*.

Constitutional Provisions For Education In Ohio

Ohio is one of the five states in the Northwest Territory provided for in the Ordinance of 1787. The fathers of our country in their wisdom enunciated in the laws to govern this territory at least two immortal declarations. They are, (1) no slavery nor involuntary servitude, and (2) encouragement forever of "Religion, Morality and Education."

The framers of the Constitution of Ohio were mindful of educating for good citizenship. This is the constitutional provision for schools throughout the state:

ARTICLE VI. — EDUCATION

"Section 1. The principal of all funds arising from the sale or other disposition of lands, or other property, granted or entrusted to this state for educational and religious purposes, shall forever be preserved inviolate and undiminished: and the income arising therefrom shall be faithfully applied to the specific objects of the original grants of appropriations.

"Section 2. The General Assembly shall make such provisions, by taxation, or otherwise, as, with the income arising from the school trust fund, will secure a thorough and efficient system of common school throughout the state; but no religious or other sect, or sects, shall ever have any exclusive right to, or control of, any part of the school funds of this state.

"Section 3. Provision shall be made by law for the organization, administration and control of the public school system of the state supported by public funds; provided, that each school district embraced wholly or in part within any city shall have the power by referendum vote to determine for itself the number of members and the organization of the district board of education, and provision shall be made by law for the exercise of this power by such school districts.

"Section 4. A superintendent of public instruction, to replace the state commissioner of common schools, shall be included as one of the officers of the executive department, to be appointed by the governor, for the term of four years, with the powers and duties now exercised by the state commissioner of common schools until otherwise provided by law, and with such other powers as may be provided by law."

Ohio is one of the leading states in the Union because the people have always stood for the best in Education, the Church, and the Home, but in the march of progress the log schoolhouse of the pioneers gave way to better frame houses and brick houses; all of which were in keeping with all other living conditions and social needs.

In the last ten to fifteen years the automobile, good roads, change of population, improved living conditions, higher social standards, a greater

demand for higher standards of education, promotion of good health and disease prevention, and the like, have caused the people to cry out against school conditions in rural districts, especially where the one-teacher, one-room schools are being carried on. The old objectionable conditions have been so much at variance with the improved situation in other aspects of modern life that there has arisen a keen desire to better the opportunities for the education of the youth of the state, and to remove some of the financial inequalities, at least, so that good teachers may be employed and the schools generally be brought up to a standard corresponding to the present day ideals of living and social conduct.

STANDARDIZATION

In recent years nearly all the states through their respective departments of education have been stressing standardization of the rural schools, especially the one-teacher type, and bulletins for the guidance of boards of education, the people, teachers, and supervisors of schools, have been issued. Marked improvement in school conditions has been the result.

"Definition of standardization—The following definition is arrived at from a study of the plans of standardization submitted by the 34 states included within this study:

"Standardization is the establishment of a definite level of school attainment through the adoption of certain minimum requirements authorized either by law or by the chief school administrative head of the State; these requirements relate either to the physical plant or to the management of the school, or to both. Schools that meet the requirements are usually rewarded in one or more of the following ways: By honorary mention in reports issued by the State departments of education, or by receiving tablets, certificates, or money appropriations from the State."

—*The Improvement of Rural Schools by Standardization*,
U. S. Bureau of Education, No. 32.

Leaflet No. 32 is the result of a survey and study of data of 34 states by Edith A. Lathrop, Assistant Specialist in Rural Education, Washington, D. C. It concerns Standardization of the rural schools. In 15 and more states, the school score card stressed the following items:

I. Site:

Area of playgrounds.
Ornamentation.

II. Buildings:

Exterior structure.
Condition of repair.
Interior structure.
Walls—finish and color scheme.
Floors—material, finish and color scheme.

- III. Lighting :
 - Placement of windows.
 - Glass area.
 - Shades.
- IV. Heating and ventilation :
 - Jacketed stove, standard heating and ventilating plant, or furnace.
- V. Equipment :
 - Outdoor —
 - Flag.
 - Playground apparatus.
 - Indoor —
 - Pupils' desks—material and kind.
 - Blackboard—amount of space.
 - Dictionary—kind.
 - Maps—kind and number.
 - Library—care in selection.
 - Globe—kind and size.
 - Musical instruments—phonograph, organ, or piano.
- VI. Teacher :
 - Academic and professional qualifications.
- VII. Organization :
 - Average daily attendance.
 - Length of term.
 - Daily program—posted and followed.
 - State course of study to be followed.
- VIII. Hygiene of the school plant :
 - Seating of pupils—
 - With reference to size of seats.
 - With reference to light.
 - Individual drinking cups or sanitary bubblers.
 - Toilets —
 - Number—two.
 - Type
 - Condition
- IX. Community :
 - Frequency of community meetings.
 - Community spirit.

In the enactment of the "Ohio School Code" in 1914, provisions were made for standardizing the rural and village elementary schools of the state, as well as that of the high schools.

Following are the sections of the law :

Section 7655-1. Every one room school in any rural school district where the school house and outbuildings are kept in proper condition and repair, buildings and yard clean, and separate screened privies are maintained for each sex, shall be considered a rural elementary school of the second grade.

Section 7655-2. Each one room school in any rural school district which shall fulfill the requirements of this section shall be considered a rural elementary school of the first grade. Such requirements are as follows :

- (a) Clean buildings and yard.
- (b) Building in good repair.
- (c) Separate screened privies for each sex or inside toilets.
- (d) Maps of Ohio and United States.
- (e) Library of not less than 50 volumes.
- (f) 100 square feet of slate or composition blackboard. The lower margin of not less than twelve lineal feet of which board, shall be within two feet of the floor.
- (g) A system of heating with ventilation — minimum a jacketed stove.
- (h) Buildings hereafter constructed to have in connection with them not less than one acre of land for organized play.
- (i) Teacher with at least a three-year certificate.
- (j) Agricultural apparatus to a value of at least fifteen dollars.

Section 7655-3. Each consolidated school in any village or rural school district which shall fulfill the requirements of this section shall be considered a consolidated elementary school of the second grade. Such requirements are as follows :

- (a) Clean building and yard.
- (b) Building in good repair.
- (c) Separate screened privies for each sex or inside toilets.
- (d) Library of not less than 100 volumes.
- (e) 100 square feet of slate or composition blackboard. The lower margin of not less than twelve lineal feet of which board, shall be within two feet of the floor.
- (f) A system of heating with ventilation—minimum a jacketed stove.
- (g) Buildings hereafter constructed to have at least two acres of land for organized play and agricultural experiment.
- (h) At least two rooms and two teachers on full time one of whom must have at least a three-year certificate.

(i) One teacher to be employed for ten months each year giving part of his or her time during the school year to the teaching of agriculture or domestic science or both and during part of vacation supervise agricultural work of boys and domestic art work of the girls.

(j) Agricultural apparatus to the value of at least twenty-five dollars.

(k) A case of not less than six maps including a map of Ohio.

Section 7655-4. Each consolidated school in any village or rural school district which shall fulfill the requirements of this section shall be considered a consolidated elementary school of the first grade. Such requirements are as follows:

(a) Clean building and yard.

(b) Building in good repair.

(c) Separate screened privies for each sex, or inside toilets.

(d) A case of not less than six maps including a map of Ohio.

(e) Library of not less than 150 volumes.

(f) 100 square feet of slate or composition blackboard. The lower margin of not less than twelve lineal feet of which board, shall be within two feet of the floor.

(g) A system of heating with ventilation—minimum a jacketed stove.

(h) Buildings hereafter constructed to have at least three acres of land in connection with each school, one for agriculture and school garden purposes.

(i) Three rooms and three teachers or more on full time, one teacher to have at least a three-year certificate.

(j) A course in domestic science.

(k) Two teachers to be employed for ten months each, one teaching agriculture during the school term and to supervise agriculture during part of the vacation. The other to teach domestic science during the school term and to supervise domestic science instruction during part of the vacation.

(l) Agricultural and domestic science apparatus to the value of at least one hundred dollars.

CLASSIFICATION OF STANDARD SCHOOLS

The sections of law, 7655-1, 7655-2, 7655-3 and 7655-4, were enacted in 1914 to provide and to encourage better rural and village school conditions. The reactions over the state for a year or two after the enactment of this law were in many ways and in many places most favorable. Many schools of the one teacher type met the requirements and were sent

metal placards to designate them as either a first grade or a second grade school. Not many of these schools are up to lawful standards. The provisions of the law stressed too much the buildings, school grounds and equipment; and not enough the teacher, pupils and the community.

A study of the Score Card of 400 points in this bulletin will reveal that the greatest stress is put on the teacher, the school, and the community. Co-operation of all these are necessary to bring about educational and social efficiency.

The elementary schools of the state may be classified as First Class, or Grade, Second Class, or Grade, or Third Class, or Grade.

1. A first class school, one room, must have 360 or more of all the score card points.

2. A second class school, one room, must have 320 or more of all the score card points.

3. A third class school, one room, must have 280 or more of all the score card points.

The required number of score points shall be the sum of 90%, 80%, or 70% of 72, 28, 60, 100, 68, 52, and 20 division points, respectively.

The term "school" has to do with the teacher, pupils, and all other things that enter into the rating of the one-room, one-teacher school, or any one room of an elementary graded school.

Surely, no school will want to continue as a third class school, if there be such, since no schools are ever good enough; they should improve as society improves.

When a school has reached the requirements of the state, the county superintendent, or another superintendent designated by him, upon inspection, shall report the same to the State Department of Education. If the report is satisfactory some one from the Department may visit the school to give it an official rating. A suitable certificate to be hung in the school room will be awarded by the state. This certificate will give the school its proper classification.

ACHIEVEMENT SCORE CARD

A large score card shall be posted in each school room, to be observed and studied by the teacher, pupils and patrons.

The teacher will check the score card points at the end of each week to determine the rating of the school and progress being made.

The Score Card concerns the pupils, the patrons, the school organization, the teacher, the school equipment, the school plant, the superintendent, and all activities that will determine the rating of the school.

The large Score Card for the school room is in content the same as the one in this bulletin. Each item shall be studied and understood before

checking the card. The discussions following are intended to be helpful in the final determination of the score card points.

ACHIEVEMENT SCORE CARD

		<i>Score</i>	<i>Points</i>
		<i>Perfect</i>	<i>The School</i>
		<i>Score</i>	<i>Points</i>
I. The Community.			
1. THE PUPILS. 72 Points.			
(a)	All the pupils of lawful age are attending school	12	.....
(b)	The average daily attendance for preceding school year and the current year to date is 90%	12	.....
(c)	The average tardiness for the preceding school year and the current year to date is not more than 2%.....	12	.....
(d)	All the pupils throughout the school year are trying to do their best in the work required of them	8	.....
(e)	Pupils observe habits of personal appearance and health rules at home and in school.....	8	.....
(f)	All pupils read at least five books a year of the Pupils' Reading Circle.....	8	.....
(g)	Pupils co-operate with the teacher to raise standard of the school in maintaining:		
	1. A neat and clean school room.....	4	.....
	2. A well kept school yard.....	4	.....
	3. The building undefaced.....	4	.....
2. ADULTS. 28 Points.			
(a)	School board members visit the school at least twice a year to learn about the school work and building conditions.....	7	.....
(b)	At least one-half of the parents of the pupils visit the school at least once a year to observe the work of the pupils and other school conditions	7	.....
(c)	There is a community organization to promote the general welfare and the patrons participate in programs intended for the school and community betterment.....	9	.....
(d)	A suitable home near the school if needed, is provided for the teacher.....	5	.....
II. Organization of the School. 60 Points.			
1.	There is a course of study for the work of the year, stressing pupils rather than the textbooks.....	10	.....
2.	The daily schedule of the recitations and work,		

<i>Score Points</i>	
<i>Perfect</i>	<i>The School</i>
<i>Score</i>	<i>Points</i>

posted and observed, provides as follows:

(a) Grouping of pupils in classes according to ability, so that the number of recitations will be near to 20 or fewer per day.....	8	.....
(b) Lessons in the textbooks are supplemented and subject matter is correlated.....	8	.....
(c) Daily lesson plans are prepared and observed by the teacher.....	8	.....
(d) Teacher and pupils organize to raise the school standing.....	5	.....
(e) Time is devoted each day to physical education including directed out-door play.....	8	.....
(f) Time daily is devoted to at least one of the following: (1) music, (2) nature, (3) handwork, (4) drawing, (5) hot lunch.....	8	.....
(g) Time is given for the rendition of literary programs at least once a month.....	5	.....

III. The Teacher. 100 Points.

1. TRAINING. 9 Points.		
(a) One year or more of normal and college....	3	.....
(b) Two years or more of normal and college....	9	.....
2. CERTIFICATE. 12 Points.		
(a) One year	3	.....
(b) Three or five years.....	5	.....
(c) State provisional, or life converted from a five-year	8	.....
(d) Life converted from a state provisional or credentials and fifty months teaching experience	12	.....
3. Teaches and directs pupils well.....	8	.....
4. Has had more than two years of successful experience in school work.....	4	.....
5. Is a good disciplinarian.....	4	.....
6. Reads the O. T. R. C. books and at least two good educational magazine:		
(a) The current school year.....	1	.....
(b) Has read at least two years.....	3	.....
(c) Has read at least four years.....	4	.....
7. Lives in or near the community during the week and remains often on Saturdays and Sundays	4	.....
8. Attends the educational meetings of the county....	6	.....
9. Shows a good spirit of cooperation and team work	5	.....
10. Is skilled in questioning and arousing the interest of pupils	6	.....
11. Is regular and prompt in all affairs.....	8	.....

	Score	Points
	Perfect Score	The School Points
12. Earnestly prepares to teach effectively.....	5	.....
13. Is ranked as good or superior by the county superintendent	5	.....
14. Has good health.....	4	.....
15. Personal appearance and conduct are good.....	3	.....
16. Is tactful with pupils and patrons.....	3	.....
17. Is enthusiastic in all school work.....	3	.....
18. Takes part in athletics, socials, club work, health work, debates, literary work, patriotic programs, etc.	8	.....

IV. Furnishings and Supplies. 68 Points.

1. Approved framed pictures, from two to four in each school room.....	2	.....
2. Suitable desk and chair for the teacher.....	4	.....
3. A good book case.....	2	.....
4. Fifty or more books approved by the State Department for each school room.....	3	.....
5. Modern maps and a globe in the building.....	5	.....
6. A large up-to-date dictionary in the building.....	2	.....
7. A thermometer and a few small magnifiers.....	2	.....
8. Suitable desks for the pupils properly placed.....	5	.....
9. Sanitary drinking water supply and individual drinking cups	4	.....
10. Water basin, sanitary towels, soap, waste basket and a mirror for use of all.....	4	.....
11. Piano, organ, or phonograph and records for use of all	2	.....
12. Perception, reading, and number cards.....	2	.....
13. First aid outfit in the building.....	3	.....
14. A set of weights and measures in the building....	3	.....
15. Hot lunch equipment suitable for a daily service	4	.....
16. Good cupboard	3	.....
17. The American flag (at least five feet long) displayed	3	.....
18. At least two sets of supplementary readers for each of the five lower classes.....	5	.....
19. At least 18 lineal feet of good blackboard, preferably slate.....	3	.....
20. Stereoscopes and stereographs, at least, for visual education, in the building.....	3	.....
21. Pencils, pens, ink, and drawing paper furnished by the board of education for all.....	4	.....

V. The School Plant. 52 Points.

1. The school grounds, fairly level and well drained, is: 5 Points.

		<i>Score Points</i>	
		<i>Perfect Score</i>	<i>The School Points</i>
(a)	One-half to one acre.....	2	.....
(b)	One and a half to two acres.....	3	.....
(c)	Two and a half to three acres.....	5	.....
(d)	Trees and shrubs are growing.....	2	.....
(e)	Flowers and grass are cared for.....	3	.....
(f)	Grounds are fenced in.....	2	.....
(g)	Walks, at least of cinder or gravel, lead to all buildings	4	.....
(h)	A supply of pure water is on the school lot or is easily accessible.....	4	.....
2.	The school building is: 32 Points.		
(a)	Well built on a good foundation.....	5	.....
(b)	Painted and in good repair inside and out....	5	.....
(c)	A tan or gray colored inside decoration.....	2	.....
(d)	Floors and windows are kept clean.....	2	.....
(e)	Light is from the left or from the left and rear of the pupils seated.....	2	.....
(f)	The window light area is one-fifth or more of the floor area.....	2	.....
(g)	The stove is jacketed to protect the pupils if there is no furnace.....	2	.....
(h)	The doors have locks and keys.....	2	.....
(i)	The window sashes are movable for ventilation	2	.....
(j)	Translucent buff-colored, light gray, or dark cream adjustable window shades are installed	2	.....
(k)	There are separate cloak rooms for boys and girls	2	.....
(l)	The toilets meet the state requirements.....	4	.....

VI. The Superintendent. 20 Points.

1.	Visits the school at least once a semester.....	2	.....
2.	Has a conference of all the teachers of the county once a month, as a whole or in groups.....	3	.....
3.	Furnishes the teachers mimeographed and printed directions and supplementary work for the pupils	6	.....
4.	Gives standard tests and makes comparisons of the results of the schools of the districts in the county	5	.....
5.	Furnishes questions for the examination for the 6th, 7th and 8th grade pupils.....	4	.....

INSTRUCTIONS.

400 points are a perfect score. Only the whole of a score card point is to be used.

360 and more points put the school in the FIRST CLASS, or GRADE.

320 to 360 points put the school in the SECOND CLASS, or GRADE.

280 to 320 points put the school in the THIRD CLASS, or GRADE.

The total score contains not less than 50% of the number of points in any subdivision for a third class school; 60% for a second class school; and 70% for a first class school.

In schools, other than the one-room, one-teacher schools, there are score points that shall be counted for each of the rooms, when they jointly apply to the school condition, e. g. under "Adults" (C) and (D); under "The Teacher", (7); under "Furnishings and Supplies," (5) (6) (7) (11) (13) (14) (15) (20). The "School Plant", all points, (g) or furnace.

Hang the score card on the wall, where all can study it.

Check the points often to see if objections can be removed.

Let the Standardization Bulletin be the guide.

Make the "Certificate" be the objective and goal to be reached as soon as possible.

Confer often with the superintendent.

The good services of the janitor will have a strong bearing on the rating of the school building.

THE COURSE OF STUDY

"A curriculum of the school is a living thing. It is constantly undergoing readjustments. Its content is drawn from the social life to which it introduces pupils, and its arrangement depends on the ability of pupils of different ages and different capabilities to grasp this constantly readjusted content".

—C. H. Judd.

"There is large place for uniformity in an educational system; uniformity in business matters; uniformity of aims and principles for the school as a whole; uniformity of aims and principles for particular subjects of study; and uniformity in many practical matters touching instructions".

—Frank McMurray.

"Section 4737 G. C. of Ohio. The county board of education shall publish with the advice of the county superintendent a minimum course of study which shall be a guide to local boards of education in prescribing the courses of study for the school under their control. The county board may publish different courses of study for village and rural school districts."

"Section 7645 G. C. of Ohio. Boards of education are required to prescribe a graded course of study for all schools under their control in the branches named in section 7648, subject to the approval of the superintendent of public instruction. The course of study mentioned in this section shall include American government and citizenship in the seventh and eighth grades. As an additional study the subject of thrift shall be taught for at least thirty minutes each week in each grade of the elementary and high schools of the state. The superintendent of public instruction shall prepare an outline for a course of study in thrift for both the elementary and the high schools of the state."

The purpose of the state, no doubt, in requiring both state and county courses of study is to cause intelligent uniformity of educational activity throughout the state of Ohio.

In preparing the courses of study, the children should be magnified and not the textbooks. The page-to-page course invites teachers to use

the textbooks too slavishly and to neglect the rich fields of useful materials outside of books and in other books. For the rural schools, especially, the teacher should be clearly kept in mind, and the course should be such that the teachers can use it intelligently and effectively.

Vitalized courses of study with which teachers are familiar and direct supervision of the teachers will without question result in good for the schools.

The following on page 17, of Bulletin No. 42, 1922, U. S. Bureau of Education, is quoted:

"The dominant purpose of a course of study may be considered that of promoting good teaching in every possible way. As a means to this end the following provisions are suggested:

- (a) Influence of the course extended through effective supervision.
- (b) Helpful general suggestions on important school problems.
- (c) Chief aims of the school, reinforced by adequate detailed recommendations.
- (d) Standards of achievement provided for each class in each subject.
- (e) Teaching materials especially valuable to rural children.
- (f) Organization adapted to rural school conditions.
- (g) Prominence given to the best teaching methods.
- (h) Definite directions in the use of teaching materials.
- (i) Preparations of outlines, followed by assignment of page reference."

The county course of study should be in possession of the teacher for study and guidance. The superintendent should frequently call attention to certain phases of the course to be stressed.

THE DAILY PROGRAM OF WORK FOR A ONE-ROOM SCHOOL, EIGHT GRADES

"Each period of life has its own peculiarities, rights, and needs. Childhood has its place in the order of humanity, and manhood has its place. The child must be treated as a child, and the man as a man. The child must not be forced prematurely into the world of adult concerns".

—Rousseau.

"A system of general instruction which shall reach every description of our citizens from the richest to the poorest, as it was the earliest, so will it be the latest of all public concerns in which I shall permit myself to take an interest".

—Thomas Jefferson.

In Ohio for many years past the course of work in the one-room type of school embodied the completion of the first eight years of school work. This traditional school practice is still in vogue, but there is an increasing tendency in recent years to break away from the old custom of eight grades or groups of pupils and to consider the special needs of the boys and girls enrolled in the one-room, one-teacher schools.

Pupils in such schools should be placed in groups according to the

ability to do, rather than in rigidly organized grades running from one to eight. A proper grouping of pupils, under the charge of teachers thoroughly prepared to direct the work, will enable them to make more rapid advancement in subjects they like and can do, than in subjects they dislike and perhaps cannot master. There is no reason for requiring pupils to remain in the elementary schools for the period of eight years if the work can be done by them in six or seven years; neither should pupils be held back with the class because of a failure in a subject or two, but they should be advanced in any subject that has been reasonably well completed. Pupils in the first and second years of school possibly should be taught in separate groups. The other pupils should be grouped in nearly all of their studies. The more intelligent pupils should be assigned advanced work and be directed by the teacher in this work.

Pupils should be promoted in any subject as soon as they can do the work satisfactorily.

Flexibility is an important factor in a good school program, and all good school courses embody this element.

There should be free periods for the teacher to help, suggest, and encourage pupils to go on and to finish work begun.

SCHOOL AIMS

Courses of study should contain general and specific aims of teaching for the proper direction of instruction throughout each year of work. Among the teaching aims the following should be included:

- (1) To give children a practical, useful education.
- (2) To promote their health and maintain their physical strength.
- (3) To know the world of facts with which they must cope.
- (4) To train children for efficient citizenship in our democracy.
- (5) To train children to deal justly with their fellows.
- (6) To give right direction to the best methods of earning a living.
- (7) To promote happiness through the right use of leisure.

The State Department of Education is an advocate of the following planks in the school platform":

- (1) Adequate high schools for all children.
- (2) Junior high schools for all adolescents.
- (3) Americanization schools and classes.
- (4) Part-time, or continuation, schools.
- (5) A flexible system of promotion.
- (6) Courses of study and methods adapted to the scientifically studied capacities of children rather than to tradition and personal opinion.

- (7) Special classes or schools for special types of children.
- (8) Definite measurement of results.
- (9) Adequate provision for health education.

COURSE OF STUDY

The course of study for the one-room, one-teacher schools should recognize the importance of saving time and intensified work. More time should be given by the teachers to directing pupils in their work instead of using all the time, or nearly all, in recitations. Usually the ratio of time is about 1 to 4, and 1 to 3.

School people who have given much study to the grouping of pupils, agree that the following subjects should be combined and correlated:

- I. English: Reading, language, spelling, handwriting.
- II. Mathematics: Arithmetic.
- III. Citizenship: History, civics, morals and manners.
- IV. Elementary science: Geography, nature study, hygiene, physical education.
- V. Industry and art: Agriculture, household arts, manual arts, drawing, music.

The Department of the Interior, Washington, D. C., issued Bulletin No. 42 in 1922, which is an analytic survey of state courses of study for rural elementary schools.

The following program of correlation is found on page 62 of the bulletin and meets with the endorsement of the State Department of Education of Ohio:

CORRELATED SUBJECTS

<i>Grades</i>	<i>Subjects</i>	<i>Correlated Subjects.</i>
1 to 8	Reading	Spelling, phonics, word study—Grades 1 and 2. Literature—Grades 5 and 6.
1 to 8	Language	History, civics—Grades 1 to 4; hygiene—Grades 1 to 5; picture study, composition, handwriting, grammar—Grades 7 and 8.
A.B.C.	Spelling	Word study. Three outlines for three classes.
1 to 8	Arithmetic	Thrift, seat work, industrial arts.
5 to 8	History	Civics, manners, morals.
4 to 7	Geography	The industries, social and community life.
6 to 7	Hygiene	Physiology, sanitation, physical education.
1 to 4	Nature study.....	Home geography—Grades 1 to 3; industrial arts, construction work, home making.
5 to 8	Agriculture	Industrial arts, manual arts, household arts, club work, school lunch.

Outline for the school as a whole	Handwriting	Upper-grade children excused when standards are reached and maintained.
	Drawing	Correlated with other subjects, particularly with geography, arithmetic and agriculture.
	Music	As community singing and with phonograph records. In opening exercises frequently.
	Physical	As organized play at play period.
	Education	

Seat work correlated with each subject as a definite part of each outline.
Manners and morals correlated with all activities in both work and play.

A careful study of the above program will convince any teacher who has an open mind and a will to improve the work in the one-room, one-teacher schools, that such a program is workable.

The school should be so organized that not more than 25 classes or groups be heard each day in recitations.

The following daily schedule which has been tried and is pronounced not wanting is recommended to be tried by the teachers of Ohio in the one-room, one-teacher schools.

THE DAILY SCHEDULE

The daily program of work should clearly set forth the recitation time, the pupil study and occupation time, time for the teacher to direct pupils in work, grouping the pupils, correlating subject matter, and permitting and urging pupils to advance at individual rates of achievement.

(1) *Italics indicate reciting class.*

(2) Grades in groups—Grade one is Group I, Grade two is Group II, Grades three and four are in Group III, Grades five and six are in Group IV, Grades seven and eight are in Group V. First table.

(3) In making a permanent program, the characteristics of the school should first be studied.

(4) The textbook should not be too rigidly adhered to, but correlated subjects should be studied and recited by pupils of two or three grades in groups.

(5) Knowing what to teach is important. Creating in pupils a fervent desire to learn is equally important. Much drill may be waste.

(6) Be prompt to follow the daily time schedule. It is as important as keeping a business engagement.

(7) There should be a good working library and teaching helps in each school.

The one big question for the rural teachers of Ohio to answer is "What shall the harvest be?"

To answer this question will require much thinking, planning, and hard work.

(8) Pupils will learn more effectively by doing. Telling is not always good teaching.

Program I. Five divisions.

Group I		Group II		Group III		Group IV		Group V	
9:00 to 9:15	Opening exercises	Routine, Music		Nature study		Hygiene, etc., all groups			
9:15 to 10:00	<i>Reading</i>	<i>Reading</i>		Reading		Reading		<i>Arithmetic</i>	
10:00 to 10:15	Reading	Arithmetic		<i>Reading</i>		Reading		Arithmetic	
10:15 to 10:30	Arithmetic	Arithmetic		Arithmetic		<i>Reading</i>		Arithmetic	
10:30 to 10:40	Recess								
10:40 to 11:00	<i>Arithmetic</i>	<i>Arithmetic</i>		Arithmetic		Arithmetic		Geography	
11:00 to 11:15	Seat work	Seat work		<i>Arithmetic</i>		Arithmetic		Geography	
11:15 to 11:30	Seat work	Seat work		Language		<i>Arithmetic</i>		Geography	
11:30 to 11:45	Dismiss	Dismiss		Language		Language		<i>Geography or History</i>	
11:45 to 12:00				<i>Language</i>		<i>Language</i>		Optional	
12:00 to 1:00	Noon								
1:00 to 1:15	<i>Reading</i>	Reading		Spelling and word study					
1:15 to 1:30	Hand work	<i>Reading</i>		Spelling and word study					
1:30 to 2:00	Hand work	Spelling and writing,							
2:00 to 2:15	Physical education, all grades	all grades from two up							
2:15 to 2:30	<i>General</i>	<i>General</i>		History		Geography		English or hand work	
2:45 to 3:00	Seat work	Seat work		History or geography		Geography		<i>English or hand work</i>	
3:00 to 3:15	Seat work	Seat work		Library or handwork		<i>History or geography</i>		Library or hand work	
3:15 to 3:30	Seat work	Seat work		<i>History or geography</i>		Library or handwork			
3:30 to 3:45	Seat work	Seat work		<i>History or geography</i>		Library or handwork		<i>History or geography.</i>	
4:00	Dismiss.	Seat work		<i>History or geography</i>		Library or handwork			

On pages 96, 97, 98, and 99 of "Rural Education," a Complete Course of Study by A. E. Pickard, Webb Publishing Company, are "Division Programs" for the one-room schools.

By permission, the following Four Division Program is used:

FOUR DIVISION PROGRAM, II

Time	First Division (1-2 years)	Second Division (3-4 years)	Third Division (5-6 years)	Fourth Division (7-8 years)
9:00 to 9:25	Opening Exercises (Songs, Current Events, Hygiene, etc.)			
9:10 to 9:25	<i>Reading</i>	Reading	Arithmetic	Arithmetic
9:25 to 9:40	Reading	<i>Reading</i>	Arithmetic	Arithmetic
9:40 to 10:00	Seat Work	Seat Work	<i>Arithmetic</i>	Language
10:00 to 10:20	Seat Work	Seat Work	Reading	<i>Arithmetic</i>
10:20 to 10:30	Phonics	Phonics	Reading	Reading
10:30 to 10:40		Recess (Super- vised)		
10:40 to 10:45		<i>Oral Arithmetic</i>		
10:45 to 11:00	<i>Language and Literature</i>	Language and Literature	Spelling	Spelling
11:00 to 11:15	Language and Literature	<i>Language and Literature</i>	Spelling	Spelling
11:15 to 11:30	Seat Work	Seat Work	<i>Reading</i>	Reading
11:30 to 11:45	Seat Work	Seat Work	General Hist. Stories	<i>Reading</i>
11:45 to 11:55		<i>Written Spelling</i>		
11:55 to 12:00		Preparation for Luncheon		
12:00 to 12:20		Luncheon		
12:20 to 1:00		Games (Super- vised)		
1:00 to 1:15	<i>Numbers</i>	Numbers	Geography	Geog. or Hist.
1:15 to 1:30	Numbers	<i>Numbers</i>	Geography	Geog. or Hist.
1:30 to 1:50	Seat Work	Seat Work	<i>Geography</i>	Geog. or Hist.
1:50 to 2:10	Reading	Seat Work	Reading	<i>Geog. or Hist.</i>
2:10 to 2:20	<i>Reading</i>	Reading	Language	Language
2:20 to 2:30	Seat Work	Reading	Language	Language
2:30 to 2:40		Recess (Super- vised)		
2:40 to 3:00		Industrial Work	Language	Industrial Work
3:00 to 3:20		<i>Muscular Writing, Monday, Tuesday and Thursday</i>		
3:20 to 3:40	Dismissed	<i>Group Reading, Monday and Thursday</i>		
3:20 to 3:40	Dismissed	<i>Oral Spelling Every Thursday</i>		
3:40 to 4:00	Dismissed	Industrial Work		Language—Mon. Tues. and Thurs.
3:00 to 4:00		<i>Industrial Work, Wednesday and Friday</i>		

THE IOWA STATE PROGRAM, III
Program for Rural School

Recitations		Study and Occupations					
Begin	Minutes	Classes	E Division 1st Year	D Division 2nd Year	C Division 3rd and 4th Years	B Division 5th and 6th Years	A Division 7th and 8th Years
9:00	5	Opening Exercises—All..	.....	Reading	Reading	Arithmetic	Arithmetic
9:05	10	Reading—E .....	.....	.....	Reading	Arithmetic	Arithmetic
9:15	10	Reading—D	Copying	Copying .....	.....	Arithmetic	Arithmetic
9:25	15	Reading—C	Blackboard work	Blackboard work	Arithmetic .....	.....	Arithmetic
9:40	20	Arithmetic—B	Handwork	Handwork	Arithmetic .....	.....	Arithmetic
10:00	10	Arithmetic—A	Handwork	Handwork .....	.....	Reading .....	.....
10:15	15	Arithmetic—C	Play	Play .....	.....	Reading	Spelling
10:30	15	<i>Recess</i> .....	.....	.....	.....	.....	.....
10:45	10	Numbers—E .....	.....	Drawing	Language .....	.....	Reading
10:55	10	Numbers—D	Number work .....	.....	Language	Spelling	Reading
11:10	15	Reading—B	Drawing	Number work	Language .....	.....	Reading
11:25	15	Reading—A	Play	Play	Library work	Spelling .....	.....
11:35	10	Language—C	Copying	Copying .....	.....	Geography	Library work
11:45	15	Drawing .....	.....	.....	.....	.....	.....
		Writing .....	.....	.....	.....	.....	.....
2:00	60	<i>Noon</i> .....	.....	.....	.....	.....	.....
1:00	10	Reading—E .....	.....	Library work	Arithmetic	Geography	Geography
1:10	10	Reading—D	Blackboard work .....	.....	Arithmetic	Geography	Geography
1:20	15	Geography—B	Written work	Blackboard work	Nature Study .....	.....	Geography
1:35	10	Geography—A	Handwork	Handwork	Nature Study	Language .....	.....

THE IOWA STATE PROGRAM, III — Continued.

Recitations		Program For Rural School					
Begin	Minutes	Classes	E Division 1st Year	D Division 2nd Year	C Division 3rd and 4th Years	B Division 5th and 6th Years	A Division 7th and 8th Years
1:45	10	Agriculture and Nature Study—C	Play	Play .....	.....	.....	Grammar
1:55	10	Agriculture and Nature Study—E. and D.....	Handwork .....	.....	Drawing	Language	Grammar
2:05	15	Agriculture—B and A....	.....	Handwork	Spelling .....	.....	.....
2:20	10	Music or Oral History..	.....	.....	.....	.....	.....
2:30	15	<i>Recess</i>	.....	.....	.....	.....	.....
2:45	10	Language—D	Copying	Copying	Spelling .....	.....	Grammar
2:55	10	Grammar—A	Picture work....	Copying	Spelling	Physiology .....	.....
3:05	10	Spelling—C	Play	Play	Reading	Physiology	History
3:15	10	Physiology—B	Play	Play	Reading	Library work...	.....
3:25	10	History—A	Copying	Picture work...	Reading .....	.....	.....
3:35	10	Spelling—B and A.....	Drawing	Drawing	Drawing .....	.....	.....
3:45	15	General Lessons—All....	Handwork and Manual Arts...	.....	.....	.....	.....

LESSON PLANNING

"The effective lesson plan is to the teacher what the blue-print is to the architect. He knows just the material that will be needed to secure the desired effect, and the kind of workmanship which is necessary to the completion of his plans.

"Every lesson plan should provide some means of checking results for teacher and pupil, to see to what extent the purpose of each has been fulfilled."

—*Ruby Minor.*

The State Department of Education advocates Lesson Planning by all teachers as an essential to good teaching and progress of pupils in their school work. All good teachers do this. In visiting schools, it is often found that teachers have plan books, in which lessons have been analyzed and notations made far in advance of the lessons for "today."

Many times the assignments for the upper four classes are made for work a few days in advance; this gives the industrious and intelligent pupils an opportunity to work ahead of their classes and gain time for promotions.

Teachers who practice daily planning make assignments ahead, and direct the work of the pupils at all times, show growth in their profession and are among the class of thorough teachers. Such teachers think of the individual pupil rather than the class in which the pupil is enrolled. No lock-step classes are found in their schools. Of course, there are proper times for class drills, written tests, and oral quizzes for the purpose of checking on pupil achievements.

A Lesson Plan... What is a lesson plan? It is a unit of material properly organized for the purpose of good teaching.

The material may be a complete poem, a chapter, a page or more, a book or out-door material of whatever kind; but whatever it may be, it should constitute a unit of work requiring coherent study and recitation.

An outline or notes do not constitute a Lesson Plan, but even these will help the teacher in the preparation of the Plans.

It is not always necessary to have a Plan for each recitation as the time is often too short for complete development and the goal is too far away. It may require several recitations to bring about a complete understanding of all the materials that make up the lesson unit.

The superintendent of schools should place his approval on planning and assist the teachers, through suggestions, in plans to be used.

The embodiment of sound pedagogy in planning and lesson plans will contribute to the success of both the teachers and the pupils in their work. It is the duty of the teacher to teach pupils how to study, what to study, how long to study, and independent study. All questions asked by the teacher should be thoroughly studied before putting them to the pupils.

Pupils, also, should be taught to prepare and ask questions concerning the lessons. Very few questions should require a "yes" and "no" answer.

A Model Lesson Plan. The following "Geography Lesson Plan" for the "Seventh Grade" was prepared by Jno. M. Foote. It has been used by classroom teachers and is approved by them.

Problem: Why is most of Egypt a Desert?

I. Assignment:

1. Locate Egypt with reference to Africa — the zones. Fig. 473.
2. Read p. 453 of text.
3. Note population distribution, location and number. Fig. 471. Table, p. 452.
4. What does Fig. 468 tell of the climate?
5. What does Fig. 469 tell of the rainfall?
6. Note the location of Egypt with reference to the windbelts. Fig. 242.
7. Note the conditions for rain in this wind belt. Read p. 236, first column.

II. Study:

1. Pupils study assignment under direction of teacher, or,
2. They may study at their seats or at home after the teacher is satisfied that the assignment is understood.

III. Test (written or oral):

1. In what zones is Egypt?
2. What is the population?
3. Where do the people live?
4. Which of these statements is correct:
 - a. Egypt has mild summers and cold winters.
 - b. Egypt has extreme summers and mild winters.
5. How much is the rainfall?
6. In what wind belt is Egypt?
7. Give two reasons why these winds are dry.

IV. Summary — Discussion — Application:

1. Summarize by stating why Egypt is mostly a desert.
2. Discussion.

Why is the Sahara generally barren and unproductive?
How could much of it be made productive?

Comment:

1. This outline conforms to the assign-study-test-review type of lesson plan.

2. The pupils do most of the work — the teacher assigns the lesson and directs.
3. It is supervised or directed study.
4. It teaches pupils *how to study*.
5. It illustrates how a *problem lesson* in geography can be worked out.
6. It concludes with a summary and discussion which "round out" the work.

SCHOOL AND COMMUNITY PROGRAMS

"Such a lofty aim for the community center can usually be approached only by the simplest beginnings. The people must first get the habit of meeting together in a neighborly manner in the enjoyment of spelling-bees, literary exercises, debates, sociables, etc. By such meetings they will have acquired certain community interests and accumulated some social capital, which together constitute the social machinery to community betterment. In time they will become ready to begin some constructive work in the community."

—L. J. Hanifan.

"Wise and judicious modes of education, patronized and supported by communities, will draw together the sons of the rich and the poor, among whom it makes no distinction; it will cultivate the natural genius, elevate the soul, excite laudable emulation to excel in knowledge, piety, and benevolence; and, finally, it will reward its patrons and benefactors by shedding its benign influence on the public mind."

—John Adams.

All programs rendered in the school building should be both entertaining and instructive. If properly and skillfully directed they will serve to establish the right kind of community spirit that will ultimately result in the community's welfare.

The following programs and similar ones will serve as models.

PROGRAM

1. Song.
2. Current events.
3. Is the farmer his own boss?
4. Why I like the country life.
5. Some of the pitfalls of city life.
6. Song.
7. Improvement of our country homes.
8. Labor saving devices in the country homes.
9. Some beauties of country life.
10. Songs and readings.

PROGRAM

1. Song by school choir.
2. Current events.
3. Our public roads. A map of same.
4. What is the loss to the community because of poor roads.
5. Song by the school.
6. The best means of improving our roads. The cost per capita.
7. Songs and readings.

PROGRAM

1. Song, led by the school.
2. Debate — Resolved, That country life is preferable to city life.
3. Song or music by the school orchestra.
4. Current events.
5. Report of committee on ———.
6. Songs, readings and orchestra.

PROGRAM — MOTHER'S DAY

1. Songs.
2. Devotional exercises.
3. Our grandmothers.
4. What mother means to me.
5. Song.
6. How I help my mother.
7. Do we fully appreciate our mothers.
8. Songs.
9. An address.
10. Read the proclamation of the Governor of Ohio.
11. Songs and a social hour.

PROGRAM — HEALTH

1. Song.
2. Current events.
3. Disease prevention.
4. The house fly as a spreader of disease. How to exterminate the fly.
5. Discussion of ventilation, colds. Some causes of disease.
6. Debate — Resolved, That vaccination for smallpox should be enforced.
7. Songs, readings and school orchestra.
8. A Social hour.

DEBATES

"Debating affords perhaps the best opportunity to emphasize the essential steps in all English work — investigation, organization, and presentation; for debating teaches a pupil to master his material, to arrange it logically with the best possible evidence, and deliver it effectively."

—*E. R. Musgrove.*

"Oratory is the art of influencing conduct with truth sent home by all the resources of a living man."

Henry Ward Beecher.

"I care not how hard the case is; it may bristle with difficulties. If I feel that I am on the right side, the case I win."

—*Rufus Choate.*

QUESTIONS FOR DEBATE

1. Resolved, That the United States should join the World Court.
2. Resolved, That capital punishment should be abolished.
3. Resolved, That federal aid should be provided to equalize educational opportunity in the various states of the United States.
4. Resolved, That the federal government should own and operate the coal mines.
5. Resolved, That the high school papers of the county should be consolidated.
6. Resolved, That Latin should be a prescribed study in the high schools.
7. Resolved, That interscholastic football should be abolished.
8. Resolved, That secret societies in high schools should not be permitted.
9. Resolved, That the railways in this country should be owned and operated by the government.
10. Resolved, That there should be an educational qualification for voting.
11. Resolved, That the President of the United States should be elected for a single term of six years.
12. Resolved, That boys and girls have a better chance of success in the country than in the city.
13. Resolved, That the election primaries should be abolished and the conventions be restored.
14. Resolved, That art is more attractive to the eye than nature.
15. Resolved, That Washington did more for his country than Lincoln.

16. Resolved, That we receive more knowledge through reading than through observation.

17. Resolved, That fire is more destructive than water.

The old-time "Debates" might well be revived. Debating is beneficial both to the debater and to the listeners. It will cause the debater to search for material in books, magazines, and to consult others; it will help in the betterment of oral English, and the growth of a vocabulary; it will drive away embarrassment and assist one properly to face and address an audience; it is a school in which to learn "Parliamentary Procedure"; it will enable those participating to broaden their general knowledge of the world's past and present doings. The listeners will also be benefited in receiving the information gathered by the debaters and presented to the auditors.

The field is rich in social and economic problems to be solved. These problems concern the community, the county, the state, and the nation, and will not be solved until the people have an understanding of them.

There is a great need of a fuller discussion of vital issues, and there is no better place than in the community school building, where the Debating Society should bring the information to the thinking and seeking public.

SUPERVISION

"The function of supervision is the improvement of instruction, the encouragement of good work, and the constructive elimination of ineffective efforts and misapplied energy. Expert supervision should lead teachers to a broad vision of teaching problems, to a broad range of experience, so that the work of one grade may be seen in relation to the work of other grades, to an understanding of needed revisions, of necessary growth, and of the final outcome of instruction."

—*W. S. Gray.*

"Supervision is concerned with improving the teaching act, selecting and organizing subject matter, testing mental fitness and instructional results, improving teachers in service, and the rating of teachers."

—*William H. Burton.*

There is a need of more supervision and better supervision of the rural schools. There is a difference between supervision and inspection. Supervision leads; inspection drives. Supervisors say, "Come on, let's go"; inspectors say, "Go on." Much of the superintendent's time is given to inspection, because of not having enough time to do real supervision work. He knows, however, that supervision is his most important work to improve school room instruction. The inexperienced teacher, especially, needs the superintendent's help. Many a teacher has failed because of not receiving the right kind of help in a time of need.

All visits of the superintendent or supervisor should result in carrying out the valuable suggestions and course of work, having a definite aim and purpose.

The teacher should have fore-thought and use tact in directing the pupils to see the goals which they daily strive to reach.

The good superintendent and supervisor will make comparisons of his visits to the schools and learn, by means of tests, about the achievements of the pupils, and he will tactfully acquaint the teacher of the results of the tests whether they be satisfactory or not. There should be repetition as often as is needed.

The supervisor should have had teaching experience and fully know how to assist teachers with their instructional problems and school management in such a way as to cause the schools to function satisfactorily in the community where they are situated.

It is a mistake to employ a superintendent of a county and require his services in the office as stenographer and clerk, instead of requiring him to make the greatest use of his knowledge and ability in the field supervising teachers and organizing the work of the pupils. It is the most fruitful field of work for the superintendent and supervisor of any school district; the schools should be visited often and comparisons of the work be made and the results be reported to the teachers of the schools.

A competent clerk and stenographer should be employed by every county board of education to assist the superintendent to manage the affairs of the county office, and the county board of education.

THE SCHOOL LIBRARY

"Books are the legacies that a great genius leaves to mankind, which are delivered down from generation to generation, as presents to the posterity of those who are yet unborn."

—Addison — *The Spectator*.

The books that charmed us in youth recall the delight ever afterwards; we are hardly persuaded there are many like them, and deserving equally our affections. Fortunate if the best fall in our way during this susceptible and forming periods of our lives."

"That is a good book which is opened with expectation, and closed with profit."

—Alcott — *Table Talk*.

"All that mankind has done, thought, gained, or been, it is lying as in magic preservation in the pages of Books. They are the chosen possessions of men."

"If a book come from the heart, it will contrive to reach other hearts; all art and authorcraft are of small amount to that."

—Carlyle — *Heroes and Hero Worship*.

"Reading maketh a full man."

—Bacon — *Of Studies.*

"The first time I read an excellent book, it is to me just as if I had gained a new friend. When I read over a book I have perused before, it resembles meeting with an old one."

—Goldsmith — *The Citizen of the World.*

"The good education of youth has been esteemed by wise men in all ages as the surest foundation of happiness both of private families and of commonwealths."

—Benjamin Franklin.

It is an old saying that a person is judged by the company he keeps; an estimate can fairly be made of a person by the literature he reads.

Good books and magazines are essential factors in the education of all. There should be a library of well chosen books in every school for the pupils and patrons to use. This library should be supplemented by books from the State Library. The "State Traveling Library" is for the use of those who need this service.

The books for the school library should embrace poetry, stories, history, geography, science, nature study, health, art, household art, manual art, agriculture, and such other subjects as will edify and interest the patrons, as well as the pupils.

To the school library each year should be added the books adopted by the "Ohio State Teachers' Reading Circle Board."

For the convenience and help to those interested in the school and community library the following publishers are listed:

The Abingdon Press, 420 Plum Street, Cincinnati, Ohio.
 Allyn and Bacon, 1006 South Michigan Avenue, Chicago, Illinois.
 Henry Altemus Company, 1326 Vine Street, Philadelphia, Penna.
 F. M. Ambrose Company, 14 Beacon Street, Boston, Mass.
 American Book Company, 300 Pike Street, Cincinnati, Ohio.
 American School of Home Economics, 58th St. and Drexel Ave., Chicago, Ill.
 American Technical Society, Drexel Avenue and 58th St., Chicago, Illinois.
 The American Viewpoint Society, Inc., 13 Astor Place, New York City, N. Y.
 D. Appleton and Company, 29 West 32nd Street, New York City, N. Y.
 Arlo Publishing Company, Newton Upper Falls, Boston, Mass.
 Art Publication Society, 4517 Olive Street, St. Louis, Missouri.
 The Atlantic Monthly Press, Inc., 8 Arlington Street, Boston, Mass.
 Augsburg Drawing Company, Morristown, Tenn.
 Richard G. Badger, 100 Charles Street, Boston, Mass.
 The Arthur J. Barnes Publishing Company, 709 Pine Street, St. Louis, Mo.
 A. S. Barnes & Company, 7 West 45th Street, New York City, N. Y.
 Beckley-Cardy Co., 17 East Twenty-Third Street, Chicago, Illinois.

- C. C. Birchard & Co., 221 Columbus Avenue, Moston, Mass.
 P. Blakiston's Son and Co., 1012 Walnut Street, Philadelphia, Penna.
 The Bobbs-Merrill Company, 18 East Vermont Street, Indianapolis, Indiana.
 Boni and Liveright, 61 West 48th Street, New York City, N. Y.
 Milton Bradley Co., Arch and 17th Streets, Philadelphia, Penna.
 The Britton Printing Company, 812 Huron Road, Cleveland, Ohio.
 The Bruce Publishing Company, 354 Milwaukee Street, Milwaukee, Wisconsin.
 Bureau of Industrial Education, 1003 Park Avenue, Plainfield, New Jersey.
 The Burrows Brothers Company, 633 Euclid Avenue, Cleveland, Ohio.
 A. L. Burt Company, 114 East 23rd Street, New York City, N. Y.
 The Century Company, 2126 Prairie Avenue, Chicago, Illinois.
 Cherry and Fouse, 350 Ido Avenue, Akron, Ohio.
 The John Church Company, 109 West Fourth Street, Cincinnati, Ohio.
 Lillian P. Clark, 13507 Cormere Ave., Cleveland, Ohio.
 C. H. Congdon, 200 Fifth Avenue, New York City, N. Y.
 D. W. Crist, Music Publisher, Alliance, Ohio.
 Croker, Jones and Pratt, 225 East 23rd Street, New York City, N. Y.
 Thomas Y. Crowell Publishing Company, 426 West Broadway, New York,
 Cupples and Leon, 470 Fourth Avenue, New York City, N. Y.
 Daughaday and Company, 168 North Michigan Avenue, Chicago, Illinois.
 Degan Publishing Co., 1956 Irving Park Blvd., Chicago, Illinois.
 Oliver Ditson Co., 178-179 Tremont Street, Boston, Mass.
 Dodd, Mead and Company, Inc., 1218 Fulton Bldg., Pittsburgh, Penna.
 George H. Doran Company, 244 Madison Avenue, New York City, N. Y.
 Doubleday, Page and Company, Garden City, New York.
 E. P. Dutton and Company, 681 Fifth Avenue, New York City, N. Y.
 Frank D. Dykema, 110 Iona Avenue, S. W., Grand Rapids, Michigan.
 Educational Publishing Company, 2457 Prairie Avenue, Chicago, Illinois.
 Ellis Publishing Company, Battle Creek, Michigan.
 The A. Flanagan Company, 920 North Franklin Street, Chicago, Illinois.
 Franklin Educational Publishing Co., 152 S. Garfield Avenue, Columbus, Ohio.
 Franklin Publishing and Supply Co., Inc., 1931 Cherry Street, Philadelphia, Pa.
 Funk and Wagnalls Company, 354 Fourth Avenue, New York City, N. Y.
 Ginn and Company, 199 East Gay Street, Columbus, Ohio.
 Globe Book Company, 175 Fifth Avenue, New York City, N. Y.
 Rebecca and Josephine Godchaux, 2620 Buchanan Street, San Francisco, Calif.
 Goodheart-Wilcox Company, Inc., 2009 Michigan Avenue, Chicago, Illinois.
 Goodyear Business Training Company, 5425 College Ave., Indianapolis, Indiana.
 Goodyear-Marshall Publishing Company, Cedar Rapids, Iowa.
 Andrew J. Graham and Company, 1133 Broadway, New York City, N. Y.
 Gregg Publishing Company, 623 South Wabash Avenue, Chicago, Illinois.
 Hall and McCreary Co., 430 South Wabash Avenue, Chicago, Illinois.
 Ralston R. Hannas, 226 Harrison Avenue, New Brunswick, N. J.
 Harcourt, Brace and Co., 383 Madison Avenue, New York City, N. Y.
 Harper and Brothers, 49 East 33rd Street, New York City, N. Y.
 Haywood Institute of Universal Song, 109 West 76th St., New York City, N. Y.
 D. C. Heath and Company, 1815 Prairie Avenue, Chicago, Illinois.
 Heyenga Publishing Co., Litchfield, Illinois.
 Hinds, Hayden & Eldredge, Inc., 11 Union Square West, New York City, N. Y.
 Historical Publishing Company, Topeka, Kansas.

Godfrey Holmes, 10628 Euclid Avenue, Cleveland, Ohio.
 Henry Holt and Co., 2451 Prairie Avenue, Chicago, Illinois.
 Houghton-Mifflin Company, 2451 Prairie Avenue, Chicago, Illinois.
 Institute of Public Service, 1125 Amsterdam Avenue, New York City, N. Y.
 The International Textbook Company, Scranton, Penna.
 Iroquois Publishing Company, Inc., Syracuse, New York.
 Jennings Publishing Company, Newtonville, Mass.
 Johnson Publishing Co., Lock Box 1458, Richmond, Virginia.
 Marshall Jones Company, 212 Summer Street, Boston, Mass.
 L. E. Knott Apparatus Co., 79 Amherst Street, Boston, Mass.
 Laidlaw Brothers, 2001 Calumet Avenue, Chicago, Illinois.
 Laird and Lee, Inc., 1223 Wabash Avenue, Chicago, Illinois.
 La Salle Extension University, 4050 South Michigan Ave., Chicago, Illinois.
 Laurel Book Company, 325 South Market Street, Chicago, Illinois.
 G. W. Lewis Publishing Co., 4710 Grand Boulevard, Chicago, Illinois.
 J. B. Lippincott Company, 2126 Prairie Avenue, Chicago, Illinois.
 Little, Brown and Company, Inc., 34 Beacon Street, Boston, Mass.
 Longmans, Green and Co., 221 East 20th Street, Chicago, Illinois.
 Lothrop, Lee and Shepard, 275 Congress Street, Boston, Mass.
 Lyons and Carnahan, 221 East 20th Street, Chicago, Illinois.
 The Macmillan Company, Prairie Avenue and 25th Street, Chicago, Illinois.
 The Manual Arts Press, 237 North Monroe Street, Peoria, Illinois.
 March Brothers, 208 Wright Avenue, Lebanon, Ohio.
 McGraw-Hill Book Company, Inc., 370 Seventh Avenue, New York City, N. Y.
 McIndoo Publishing Co., New York Life Bldg., Kansas City, Mo.
 McIntosh Publishing Company, Dover, New Hampshire.
 Frances McKeen, Clarke School, Northampton, Mass.
 McKnight and McKnight, Normal, Illinois.
 John Joseph McVey, 1229 Arch Street, Philadelphia, Penna.
 Mentzer, Bush and Company, 2210 South Park Avenue, Chicago, Illinois.
 Charles E. Merrill Company, 440 Fourth Avenue, New York City, N. Y.
 Metropolitan Text Book Co., 37 South Wabash Avenue, Chicago, Illinois.
 Modern Eloquence Corp., 13 Astor Place, New York City, N. Y.
 Neilson Drawing Book Company, Pocatello, Idaho.
 Newson and Company, 73 Fifth Avenue, New York City, N. Y.
 Nichols C. A., Publishing Company, 356 Main St., Springfield, Mass.
 Noble and Noble, Publishers, 76 Fifth Avenue, New York City, N. Y.
 Ohio Teacher Publishing Company, 71 East State Street, Columbus, Ohio.
 F. A. Owen Publishing Co., Dansville, New York.
 Oxford University Press, American Branch, 35 West 32nd Street, New York.
 L. C. Page and Company, 53 Beacon Street, Boston, Mass.
 The A. N. Palmer Company, 2128 Calumet Avenue, Chicago, Illinois.
 The A. H. Pelz Company, 102 St. Clair Avenue, Cleveland, Ohio.
 The Phonographic Institute Company, Cincinnati, Ohio.
 Isaac Pitman and Sons, 2 West 45th Street, New York City, N. Y.
 L. L. Poates Publishing Co., Inc., 4-6 Washington Place, New York City, N. Y.
 Practical Drawing Co., 1512-1516 South Wabash Avenue, Chicago, Illinois.
 The Prang Co., 2001 Calumet Avenue, Chicago, Illinois.
 Theo. Presser Company, 1712 Chestnut Street, Philadelphia, Penna.

- Hugh C. Pryor, Head of Dept. of Education, N. N. I. S., Aberdeen, S. Dakota.
 Public School Publishing Co., Bloomington, Illinois.
 G. P. Putnam's Sons, 2 West 45th Street, New York City, N. Y.
 W. F. Quarrie and Company, 86 East Randolph Street, Chicago, Illinois.
 Rand-McNally and Company, 536 South Park Street, Chicago, Illinois.
 Ransom H. Randall, 6928 Wayne Avenue, Chicago, Illinois.
 The Ronald Press Co., 28 Vesey Street, New York City, N. Y.
 The H. M. Rowe Company, Harlem Square, Baltimore, Md.
 Percy E. Rowell, 5336 Thomas Street, Oakland, Calif.
 Row, Peterson and Company, 623 South Wabash Avenue, Chicago, Illinois.
 Benj. H. Sanborn and Company, 221 East 20th Street, Chicago, Illinois.
 W. B. Saunders Company, West Washington Square, Philadelphia, Penna.
 G. Schirmer, Inc., 3 East 43rd Street, New York City, N. Y.
 The Arthur P. Schmidt Company, 120 Boylston Street, Boston, Mass.
 The School Arts Magazine, The Davis Press Co., 44 Portland St., Worcester, Massachusetts.
 Charles Schovaneck, 2172 West 14th Street, Cleveland, Ohio.
 Scott, Foresman and Company, 623 South Wabash Avenue, Chicago, Illinois.
 Scott-Mitchell Publishing Company, 803 Manhattan Bldg., St. Paul, Minn.
 Charles Scribner's Sons, Fifth Avenue at 48th Street, New York City, N. Y.
 A. G. Seiler, 1224 Amsterdam Avenue, New York City, N. Y.
 A. W. Shaw Company, Cass, Huron and Erie Streets, Chicago, Illinois.
 Silver, Burdette and Company, 221 East 20th Street, Chicago, Illinois.
 Simmons-Peckham Co., Inc., 112 East 19th Street, New York City, N. Y.
 Small, Maynard and Company, 41 Mt. Vernon Street, Boston, Mass.
 Southwestern Publishing Company, Third and Vine Streets, Cincinnati, Ohio.
 Christopher Sower Company, 124 North 18th Street, Philadelphia, Penna.
 The Standard Publishing Co., 8th and Cutter Streets, Cincinnati, Ohio.
 Stanton and Van Vliet Company, 2537 South State Street, Chicago, Illinois.
 Frederick A. Stokes Company, 443 Fourth Avenue, New York City, N. Y.
 Clayton F. Summy Company, 429 South Wabash Avenue, Chicago, Illinois.
 Svehla's Music House, 1872 West 25th Street, Cleveland, Ohio.
 Syntactic Book Co., 2088 Lunt Avenue, Chicago, Illinois.
 Taylor-Holden Company, 53 Hillman Avenue, Springfield, Mass.
 Horace F. Temple, West Chester, Penna.
 Bertha A. Thompson, Struthers, Ohio.
 Universal Text Book Company, 9 South Clinton Street, Chicago, Illinois.
 University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois.
 University of Chicago, Dept. of Education, Chicago, Illinois.
 University Publishing Co., 2126 Prairie Avenue, Chicago, Illinois.
 Louise Upham, Cresheim Hall, Mt. Airy, Philadelphia, Penna.
 D. Van Nostrand Company, 8 Warren Street, New York City, N. Y.
 Frederick Warne and Company, Ltd., 26 East 22nd St., New York City, N. Y.
 Webb Publishing Co., 55 East Tenth Street, St. Paul, Minn.
 Joel E. Werda, Assyrian American Press, Hartford, Conn.
 Wheeler Publishing Company, 352 East 22nd Street, Chicago, Illinois.
 John Wiley and Sons, Inc., 440 Fourth Avenue, New York City, N. Y.
 Willis Music Company, 137 West 4th Street, Cincinnati, Ohio.
 The John C. Winston Company, 1006 Arch Street, Philadelphia, Penna.
 World Book Company, 2126 Prairie Avenue, Chicago, Illinois.

Yale University Press, 143 Elm Street, New Haven, Connecticut.
The Zaner-Closer Company, Columbus, Ohio.

TEACHERS' SELF-RATING SCORE CARD

SUCCESS

"He has achieved success who has lived well, laughed often, and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche and accomplished his task, whether by an improved poppy, a perfect poem, or a rescued soul; who has never lacked appreciation of earth's beauty, or failed to express it; who has always looked for the best in others and given the best he had; whose life was an inspiration and whose memory is a benediction."

—*Bessie A. Stanley.*

"Know Thyself."

Teachers will find it beneficial to check occasionally on themselves to determine their good points and bad points, if any, and rate themselves in their chosen profession.

Would it not be well for teachers to take time in seclusion to meditate upon their work, and try at least to answer satisfactorily the following questions:

1. What is my greatest strength?
2. What was the best piece of work that I did today?
3. Did I succeed in all my efforts today?
4. Was the attitude of the teacher and pupils right toward each other today?
5. Were my questions well prepared, and rightly directed to the pupils today?
6. Did I give the pupils their right to tell what they had learned or did I tell too much to them?
7. Were my lesson assignments today, good?
8. Do I take notes daily of my failures and successes?
9. Do I encourage my pupils to ask prepared memory questions and thought questions?
10. Other questions will arise to require answers.

After scoring and arriving at a conclusion, the teacher will profit by taking the matter up with the superintendent for an honest opinion and a friendly discussion relative to the score card points. The teacher having the right attitude toward improvement in teaching service, will do this.

By permission, the following score card prepared by Dr. F. C. Land-sittel, Ohio State University, is offered to assist the teacher to arrive at a conclusion:

TEACHER-RATING SCORE CARD

Devised by F. C. LANDSITTEL
Ohio State University

Name of Teacher		School	Location
Date.....		Time of Visitation; Beginning..... End.....	
I. PERSONALITY 250			
1. Appearance	(30)	1. Command of subject-matter..... (40)	
2. Poise	(35)	2. Completeness and correctness of expression	
3. Health, animation	(35)	3. Using knowledge	
4. Judicial sense	(35)	4. Tastes and appreciations..... (25)	
5. Moral-social and religious interests	(35)	5. Democratic self-control, initiative... (45)	
6. Professional spirit.....	(35)	6. Spirit of inquiry and endeavor..... (30)	
7. Aggressiveness, initiative	(45)	7. Special skills	
II. SCHOLARSHIP 220			
1. General	(45)	V. ROOM CONDITIONS 105	
2. Special	(35)	1. Arrangement order	
3. Professional training	(50)	2. Attractiveness	
4. Command of English.....	(45)	3. Controllable hygiene factors..... (50)	
5. Scholastic ideals	(45)	+VI. COUNTERACTING FACTORS 100	
III. METHOD 205			
1. Selection and organization of subject matter	(45)	1. Unfavorable social environment.... (15)	
2. Skill and judgment in questioning..	(35)	2. Depressing professional relations... (15)	
3. Facility in exposition.....	(30)	3. Deleterious hygiene or affective conditions	
4. Mental concentration.....	(30)	4. Temporary physical disability..... (20)	
5. Conclusiveness, thoroness.....	(20)	5. Inferiority of pupils..... (25)	
6. Economy	(20)		
7. Assignment	(25)		
		Total score.....	
		Perfect score 1000	

† Section VI seeks to correct error arising from handicaps against which the teacher may be working.

DEFINITIVE TERMS

- I.
 1. Personal attractiveness, cleanliness, neatness, dress.
 2. Posture, dignity, grace, self-command, composure.
 3. Physical vigor, wholesomeness, buoyancy, hygienity.
 4. Rational behavior, freedom from impulsiveness and irascibility.
 5. Moral character, spirit of reverence, tendency toward social service.
 6. Temperament, attitude toward pupils, co-operative tendencies, open-mindedness.
- II.
 1. Command of subject-matter, stock of general information, breadth, acquaintance with current happenings.
 2. Specialized scholarship, adaptedness to position.
 3. Special studies in education and training in teaching, experience under competent supervision.
 4. Clearness, fluency, accuracy.
 5. Scholarship standards, conception of educational aims and values.
- III.
 1. Adaptations, sequence, correlation, rational procedure.
 2. Speed, manner, form of questions, treatment of answers.
 3. Illustration, analysis or synthesis, use of devices.
 4. Motivation, attention, cooperation, suggestion.
 5. Effectiveness, finish, definiteness and sufficiency of modification in pupils.
 6. Absence of non-essentials, completeness of utilization of time.
 7. Time, adequacy, definiteness, clearness, motivation.
- IV.
 1. Command and evaluation of knowledge materials, sensing meaning, reflective thinking, success in reaching independent conclusions.
 2. Habits of response, use of language, quality of written work, respect for proprieties in discussion.
 3. Application of knowledge to life situations.
 4. Refined permanent interest, ideals.
 5. Responsiveness to social demands, social habits.
 6. Alertness, concentration, self-activity, relevant questions, criticism.
 7. Study, reading, speaking, writing, handicrafts, fine arts.
- V.
 1. Seating of pupils, convenience of furniture and equipment.
 2. Interior furnishings, decorations.
 3. Cleanliness, light, temperature, ventilation.
- VI.
 1. Low standards of life in the community, bad home conditions.
 2. Poor supervision, annoying colleagues, insufficient salary, poor equipment.
 3. Unfit schoolroom, bad weather conditions, distractions.
 4. Indisposition, exhaustion, personal injury.
 5. Subnormality, poor previous teaching, under-nourishment, insufficiency or unfitness of clothing.

SCHOOL BUILDINGS AND PLANS

The purpose of this chapter is to suggest to boards of education and others of the state of Ohio a few building plans for guidance.

In all cases of new buildings, additions to buildings, or material changes in buildings, an architect and builder should be sought for advice. Blue prints of the structure plans should be made and submitted

to the State Department of Industrial Relations for approval.

The State Department of Education will, upon request, render assistance to boards of education in all matters pertaining to the school plant.

The object in submitting these plans is to illustrate the practical application of the Building Code relating to school house construction, of the one story type especially.

A good school house should be large enough to accommodate all the pupils in the school district and have room for a few more; should be properly and adequately lighted; should be comfortably heated; should be scientifically ventilated; should be adequately and properly equipped; and should be attractive.

SCHOOL BUILDING DESIGNS

A One-Room Building

DESIGN "A"

General Description:

Design "A" is for a one-room school building suitable for a small community or small school district, which can be a construction of frame or a better grade of construction.

As the school room is lighted from one side only, the plan should be so arranged as to place the most ornamental and attractive exposure of the building towards the public highway or principal approach.

The heating apparatus being placed within the room to be heated and ventilated no cellar or basement is necessary.

Optics:

The school room is lighted from one side only; this is more effective than the system of placing windows at the left and rear of the pupils.

Entrance and Exits:

Two means of egress are provided from the school room, one is the main entrance; the other an emergency exit placed at the opposite end of the room, both of which should be protected from the weather by vestibules with recessed outer doors.

Heating and Ventilating:

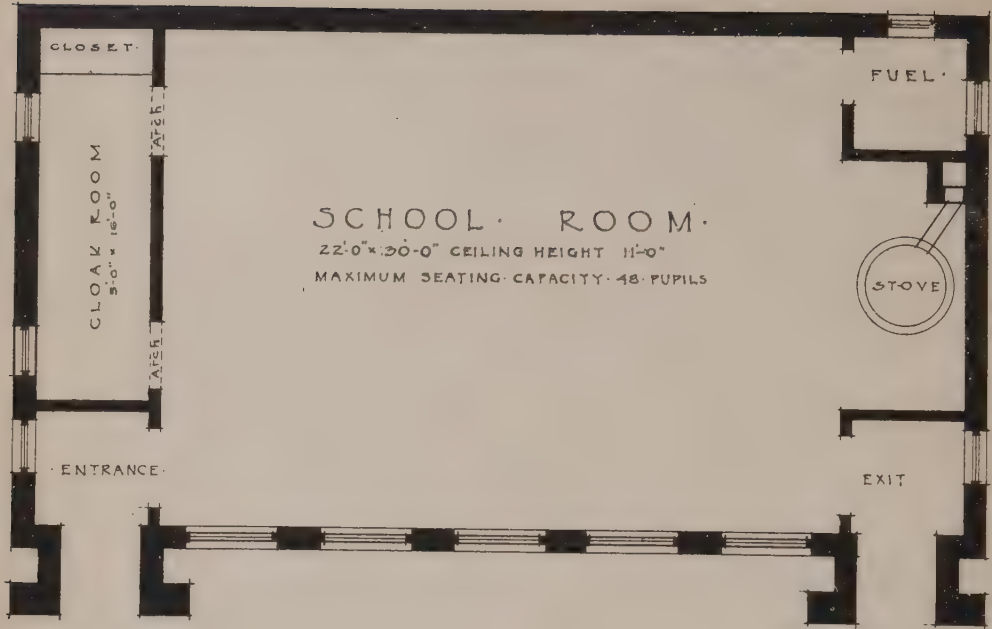
The room should be heated by a standard ventilating stove and ventilated by a masonry flue extending above the roof.

A small fuel room directly connected with the school room is provided, the same being located close to the stove.

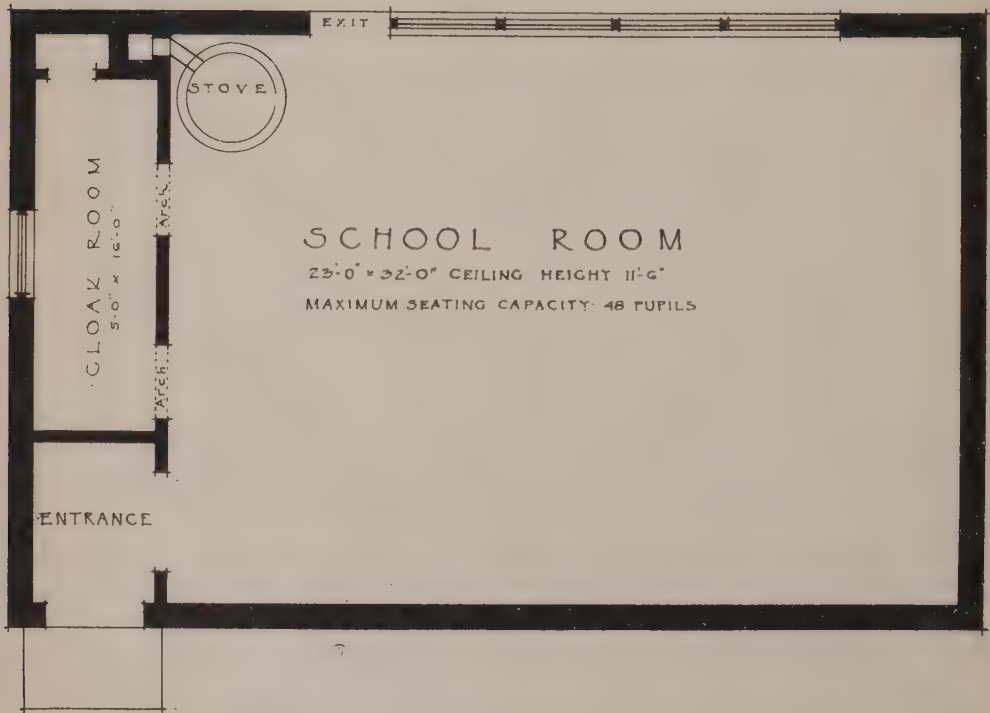
Closets:

A closet for books and other supplies has been provided, but is not required by law.

Design B is simpler than the design A, and needs no further description.



ONE ROOM SCHOOL
DESIGN A



ONE ROOM SCHOOL
DESIGN B

A TWO ROOM BUILDING

DESIGN "C"

General Description:

Design "C" is for a one-story two room school building suitable for a small community or small school district which can be constructed of frame or a better grade of construction.

As the school rooms are lighted from one side only, the plan should be so arranged as to place the most ornamental and attractive exposure of the building towards the highway or principal approach.

The heating apparatus being placed within the rooms to be heated, no cellar or basement is necessary, however, if a furnace or other heating system is desired, such could be placed in a basement located under the cloak rooms; and the flues for heating and ventilating placed in the walls separating the school rooms from the cloak rooms. A small vocational room is provided.

Entrance and Exits:

Two means of egress are provided for each room, one is the main entrance and the other is an emergency exit placed at the opposite end of the room.

The main entrance is protected from the weather by a vestibule and all entrances and exits are recessed for protection from storms.

Heating and Ventilating:

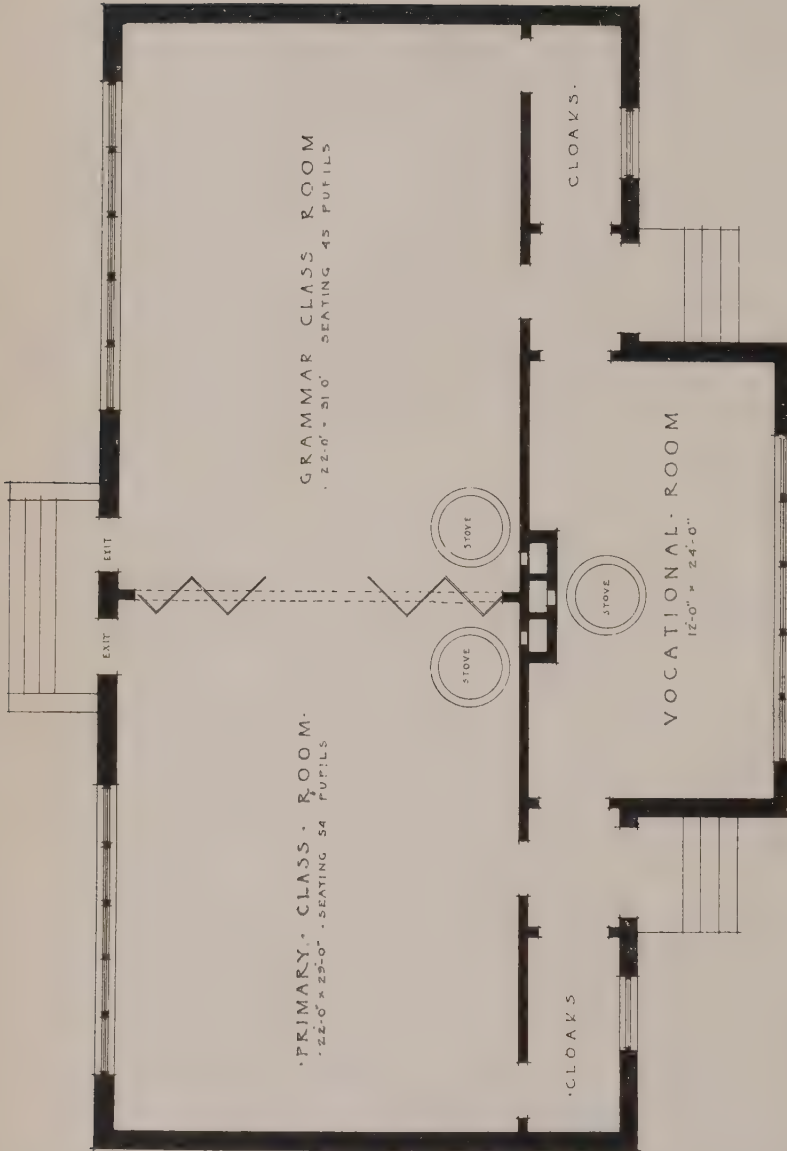
Each room is independently heated by a standard ventilating stove. A masonry ventilating flue is placed in each cloak room to ventilate the clothing by drawing the vitiated air from the school room, through the cloak room to the ventilating flue.

Closets:

Each room is provided with a closet for cloaks.

Design "D" consists of two class rooms which may be thrown together for an auditorium.

A small room for the library is provided:



TWO ROOM SCHOOL
DESIGN C



TWO ROOM SCHOOL
DESIGN D

A THREE ROOM SCHOOL

DESIGN "E"

General Description:

Design "E" represents a three room grade school building for primary and grammar pupils, and is suitable for a consolidated school district.

The building is designed to be built for composite construction; viz., masonry walls with the floor and roof construction of wood beams or joist.

The basement will contain the heating apparatus and play rooms; and, if a water supply and sewerage system are available, the toilet accommodations for the building.

Optics:

Each class room is lighted from one side only, as this system is more effective than the system of placing the windows at the left and rear of the pupils. All shadows would be eliminated and neither the pupils nor the teacher would be compelled to directly face the glaring light admitted through the windows.

Entrance:

The building is designed to have but one entrance placed on the front of the building, the same being protected from the weather by recessed doors and a vestibule.

Means of Egress:

The building being designed for composite construction, each class room, in order to comply with the law, must be provided with two separate and distinct means of egress, one the usual means of ingress, the other an emergency exit.

Heating and Ventilating:

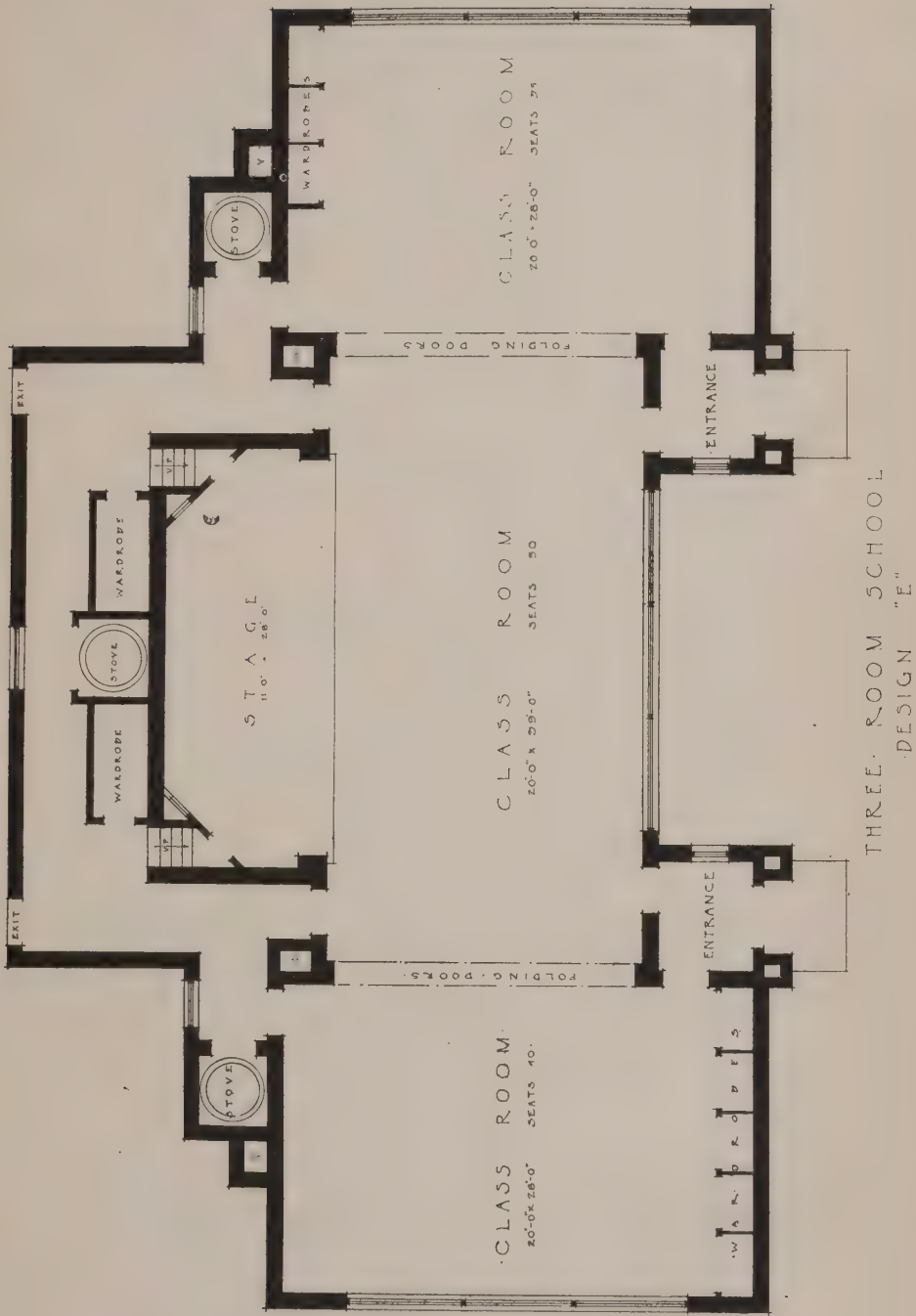
The heating system is designed to be placed in rooms but it may be installed in the basement and the same can be either a furnace, steam or hot water; however, if a steam or hot water system is used, provisions must be made for heating the proper amount of fresh air required for ventilating purposes.

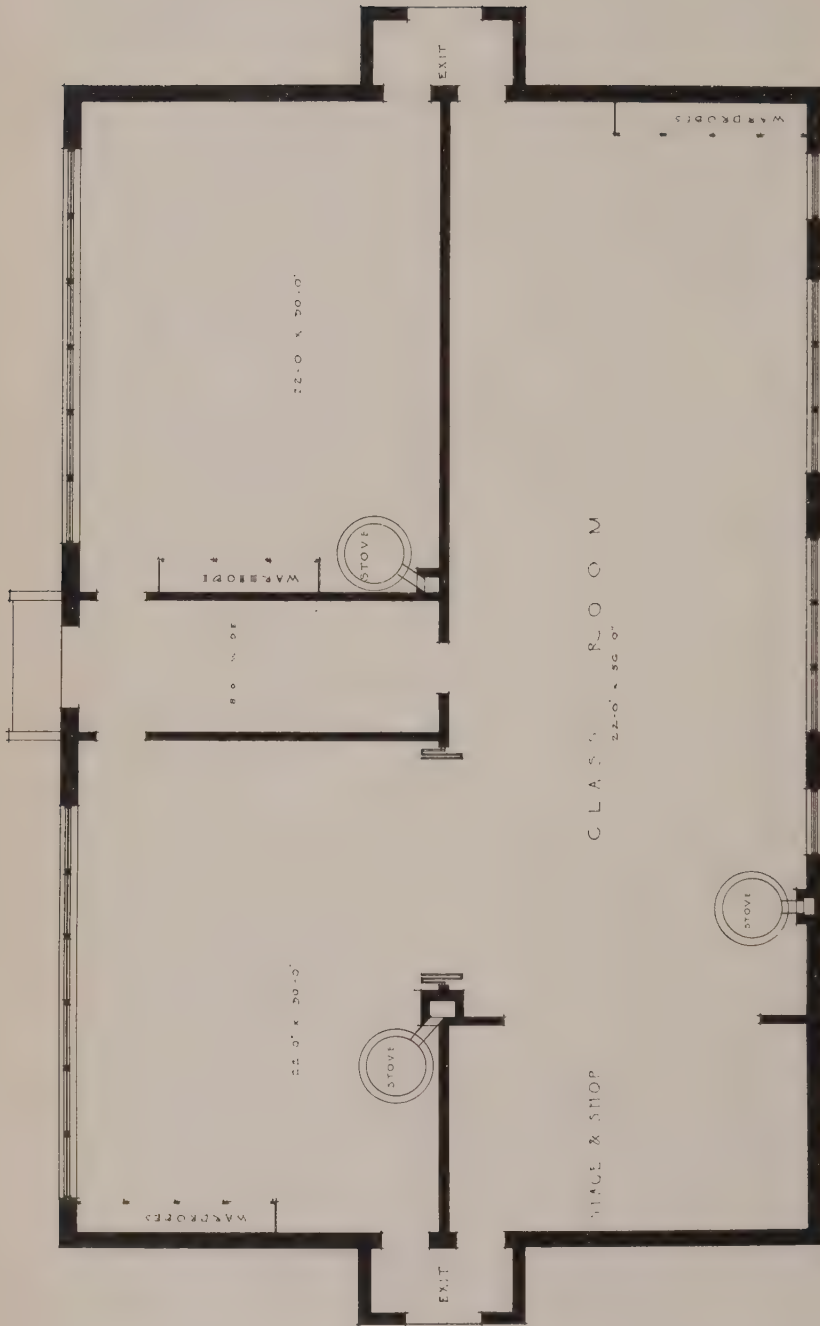
Sanitation:

If a water supply and sewerage system are available, drinking fountains and sinks should be provided. Toilet accommodations may be located in the basement. Otherwise such conveniences must be provided on the school building site in the form of pumps and outhouses.

A *Community Room* has been provided to include a stage.

Design "F" is not difficult of understanding and is not described.





THREE-ROOM SCHOOL.
DESIGN "F"

DESIGN "G"

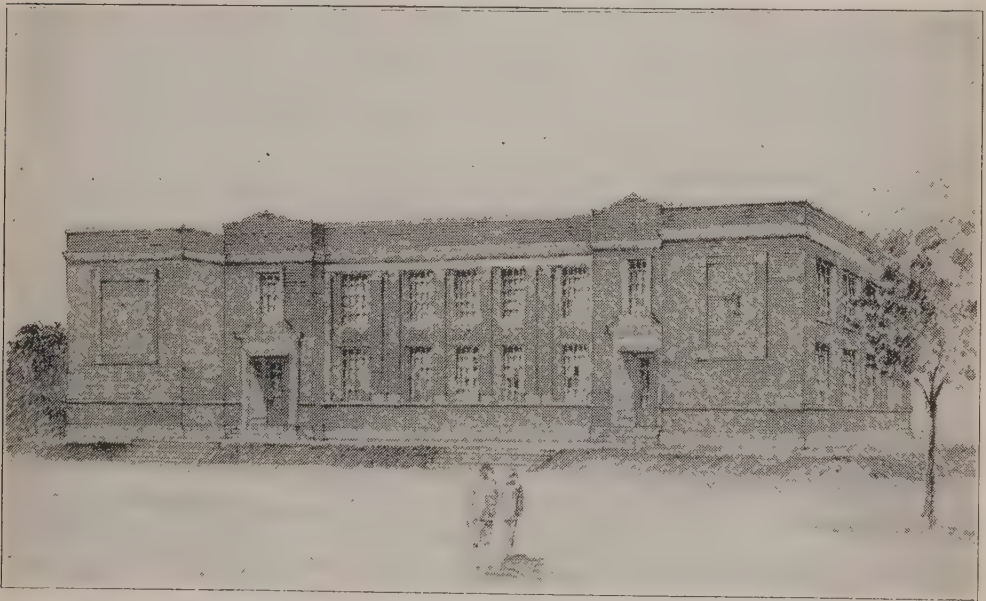
General Description:

Design "G" represents a combination grade and high school building and contains class rooms for primary and grammar pupils, accommodations for high school pupils and an auditorium for school and other gatherings.

Such a building is suitable for a centralized school district or a village.

This building is designed to be built of fireproof construction, viz., incombustible, fire and water proof materials, with all metal parts thoroughly fireproofed; except, the finished floors, doors, windows and the usual trim of the rooms may be of wood construction.

The basement will contain the heating apparatus and play rooms, and if a water supply and sewerage system are available, the toilet accommodations for the building, and if desired, rooms for domestic science and manual training.



This grade school building provides for 240 pupils, an auditorium seating 342, a balcony on the second floor, and a large stage. A kitchen and storage room are connected with the auditorium; rest room and office are complete. Total cost, including heating and ventilating, sanitary work, electric wiring, etc., \$53,849.00.

General Accommodations:

The building is equipped with an office and rest room.

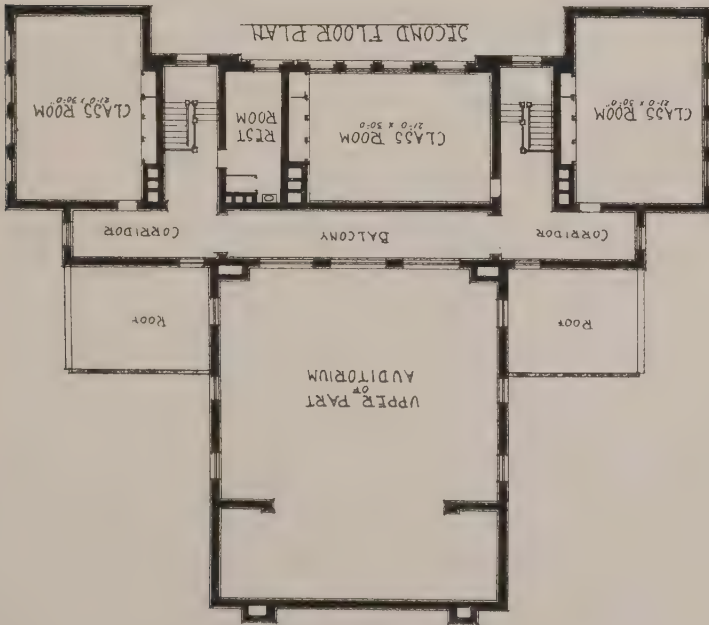
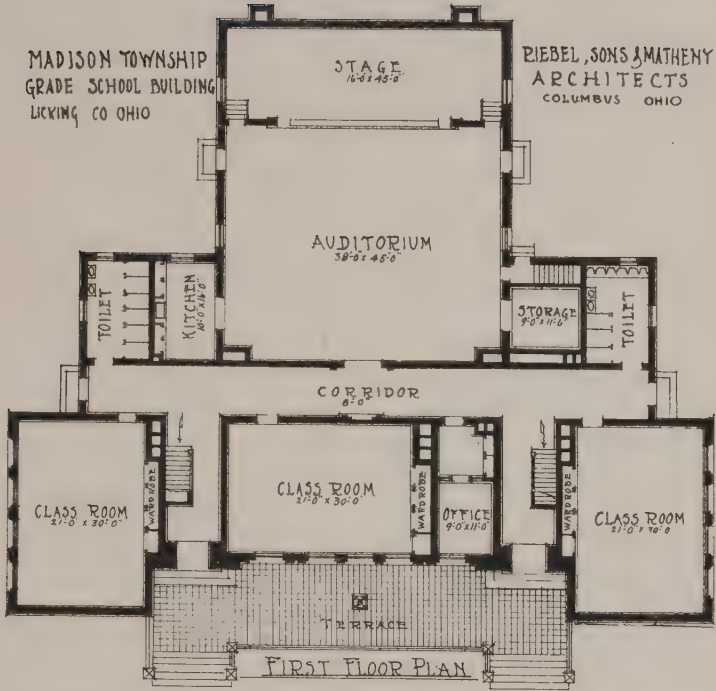
The high school department is provided with a study room seating pupils, recitation rooms each accommodating pupils and laboratory.

Auditorium:

The auditorium-gymnasium is provided with a raised platform and is designed for a level floor, elevated seats and stage.

Heating and Ventilating:

The heating system is designed to be placed in the basement and the same can be either a furnace steam or hot water; however, if a steam or hot water system is used, proper provisions must be made for heating the fresh air necessary for ventilating purposes.



Sanitation:

If a water supply and sewerage system are available, drinking fountains and sinks must be provided in each story, and toilet accommodations should be located in the basement; otherwise, the same must be provided on the school building site in the form of pumps and outhouses.

That there should be an understanding of the state requirements for school buildings, the following sections of the building code are hereby submitted:

"Sec. 12600-274. It shall be unlawful for any owner or owners, officers, board, committee or other person to construct, erect, build, equip or cause to be constructed, erected, built or equipped any opera house, hall, theatre, church, schoolhouse, college, academy, seminary, infirmary, sanatorium, children's home, hospital, medical institute, asylum, memorial building, armory, assembly hall or other building used for the assemblage or betterment of people in any municipal corporation, county or township in this state, or to make any addition thereto or alteration thereof, except in a case of repairs for maintenance without affecting the construction, sanitation, safety or other vital feature of said building or structure, without complying with the requirements and provisions relating thereto contained in this act."

"Sec. 12600-279. Whoever being the owner or having control as an officer, or as a member of a board or committee or otherwise of any opera house, hall, theater, church, schoolhouse, college, academy, seminary, infirmary, sanitarium, children's home, hospital, medical institute, asylum, memorial buildings, armory, assembly hall or other building for the assemblage or betterment of people in any municipal corporation, township or county in this state, violates any of the provisions of the foregoing act or fails to conform to any of the provisions thereof, or fails to obey any order of the state fire marshal, unless the court shall sustain the appeal, the department of industrial relations, unless on appeal the court shall set aside such order, or building inspector or commissioner in cities having a building inspection department, or the state board of health in relation to the matters and things in this act contained shall be guilty of a misdemeanor and upon conviction thereof shall be fined not more than one thousand dollars and stand committed until said fine and costs be paid or secured to be paid or until otherwise discharged by the due process of law."

"Sec. 12600-296. Section 13. Before entering into contract for the construction or erection of any public building to be used or that may be used as a place of resort, assembly, education, entertainment, lodging, trade, manufacture or repair, storage, traffic or occupancy by the public the owner or owners thereof shall, in addition to any other submission of plans or drawings, specifications and data required by law, submit the plans or drawings, specifications and data prepared for the construction, erection and equipment thereof, or the alteration thereof, or addition thereto to the municipal building department having jurisdiction, if such there be; otherwise to the chief of the division of workshops, factories and public buildings, for its or his approval. No owner or owners shall proceed with the construction, erection, alteration or equipment of any such building until said plans or drawings, specifications and data have been so approved."

"Sec. 12600-49. *Basement Rooms.* Rooms used for school purposes may be placed not more than half the height of the story below the grade line providing they are properly damp proofed, heated and ventilated, and have the required glass area above the adjacent finished grade line without the use of areas or retaining walls."

"Sec. 12600-50. *Dimensions of School and Class Rooms.* The minimum floor space to be allowed per person, in school and class rooms shall be an area sufficient to accommodate seats, desks and chairs used with aisle spaces as provided under section 12600-53 G. C.

"Toilet, play and recreation rooms shall be not less than eight (8) feet high in the clear measuring from the floor to the ceiling line.

"The height of all other rooms shall be not less than one-half ($\frac{1}{2}$) the average width of the room, and in no case less than ten (10) feet high in the clear.

"In laboratories, drafting rooms; domestic science rooms, manual training rooms and shops, lighted from two or more sides or by means of skylights, with not less than one (1) square foot of glass area to each five (5) square feet of floor area, the requirement for minimum ceiling height may be disregarded. The plans shall be clearly marked showing the maximum number of pupils or persons to be accommodated in each room."

"Sec. 12600-51. *Rest Room.* In all school buildings of grade "A" containing four and not more than eight school or class rooms a rest or hospital room shall be provided and in all school buildings of grade "A" containing more than eight school or class rooms, two such rooms shall be provided.

"These rooms shall be provided with a couch and supplies for first aid to the injured, and where water supply is available shall be provided with water closets and sinks."

"Sec. 12600-53. *Class Room Seats and Aisles.* All school and class rooms shall have aisles at both side walls and at the front and rear of the room, or on all wall sides.

"All school and class rooms shall have not less than six (6) feet between the front row of seats or desk and the wall, for the entire width of the room; no furniture of any kind to be placed in this space except the necessary desk and seat for the instructor. Center aisles shall be not less than seventeen (17) inches wide in primary rooms, eighteen (18) inches wide in grammar rooms, twenty (20) inches wide in high school rooms and twenty-four (24) inches in all other school or class rooms.

"Wall aisles shall be not less than twenty-eight (28) inches wide in primary rooms, thirty (30) inches wide in grammar rooms, thirty-six (36) inches wide in high school rooms and all other rooms.

"The above aisle widths shall be clear widths from the side of the adjacent seats or desks to the nearest fixed wall, radiator, unit ventilator or other furniture or apparatus, and no such radiator, unit ventilator or other furniture or apparatus, shall project from the wall toward the aisle space more than fourteen (14) inches."

"Sec. 12600-54. *Optics.* There shall be provided not less than one (1) square foot of glass area to each five (5) square feet of floor area in each class, study, recitation, school room and laboratory and not less than one (1) square foot of

glass area to each eight (8) square feet of floor area in each domestic science, manual training room or shop. Each gymnasium, play, recreation and toilet room, shall have not less than one (1) square foot of glass area to each ten (10) square feet of floor area.

"Windows shall be placed either at the left, or the left and rear of the pupils when seated, except in laboratories, drafting rooms, domestic science rooms, manual training or other rooms in which desks, benches, tables or machines can be placed to secure proper lighting otherwise. In no case shall more than fifty (50) per cent of the light be placed at the rear of the pupils when seated.

"Tops of windows shall be placed above the finished floor line at a height equal to not less than half the average width of the room minus eight (8) inches. The width of the room shall in every case be measured at right angles to the source of light.

"All windows shall be placed in the exterior wall of the building, except for halls, corridors, stock and supply closets which may be lighted by ventilated skylights or by windows placed in interior walls or partitions. Museums, libraries, art galleries, laboratories, drafting rooms, domestic science rooms, manual training rooms and shops may be lighted by skylights or clerestory windows."

"Sec. 12600-55. *Grade A Building of Composite Construction.* Each room in the superstructure used by pupils as a class or school room shall have at least two separate and distinct means of egress.

"No class, school or high school room shall have more than one door or opening between it and the main hall or corridors of the building.

"Communicating doors between two class or school rooms shall not be considered as a means of egress.

"The proportion of exits to the seating capacity shall be not less than three (3) feet to each one hundred (100) persons to be accommodated.

"One exit door from each room shall lead to the main corridor and all other exits shall lead to standard inclosed fireproof stairways.

"All such exits not more than eight (8) feet above the grade line may lead to fireproof outside steps or stairs and thence to the grade. In no case shall an exit be less than three (3) feet or more than six (6) feet wide.

"Each room in the basement used by pupils shall have a direct exit not less than three (3) feet wide, with stone, cement or iron stairways leading up to the grade line. Stairways shall be not less than three feet six inches (3'6") wide.

"Areaways around such stairways shall have substantial hand and guard rails on both sides.

"These exits shall be provided in addition to the usual service stairways and means of ingress."

Grade A. and B. Buildings of Frame Construction. Each room shall have at least two, three (3) feet exits; one leading to the open with steps to the grade, and the other the usual means of ingress; and all steps shall have hand rails on both sides.

Grade A. Buildings of Composite Construction. Basement stairways shall be enclosed with either brick walls not less than nine (9) inches thick, concrete walls six (6) inches thick, or hollow tile walls twelve (12) inches thick.

"All openings in these walls shall be provided with standard self-closing fire doors. The width of stairways required under this classification shall be equally

divided, one-half being placed in the main service stairways and the other half in the enclosed fireproof stairs or fire escapes."

"Sec. 12600-58. *Passageways*. No hall or passageway leading to a stairway or exit shall be less in width than the stairway or exit, as the case may be.

"Halls and passageways shall be so designed and proportioned as to prevent congestion and confusion."

"Sec 12600-62. *Special Construction*. All floors to toilet rooms, lavatories, water closet compartments, or any enclosure where plumbing fixtures are used within the building, shall have a waterproof floor and base made of non-absorbent indestructible water-proof material, viz.: asphalt, glass, marble, vitrified or glazed tile or terrazzo, or monolithis composition.

"Base shall be not less than six (6) inches high and shall have a sanitary cove at the floor level.

"All basement rooms used by the pupils or public shall have a damp or water proof floor.

"All basement ceilings except where fireproof construction is used shall be lathed with metal lath and plastered."

"Sec. 12600-64. *Heating and Ventilation*. A heating system shall be installed which will uniformly heat all corridors, hallways, play rooms, toilet rooms, recreation rooms, assembly rooms, gymnasiums and manual training rooms to a uniform temperature of 65 degrees in zero weather; and will uniformly heat all other parts of the building to 70 degrees in zero weather.

"Sec. 12600-65. *Sanitation*.

Water Closets and Urinals Required

<i>For Male Pupils</i>			<i>For Female Pupils</i>	
<i>No. of Pupils</i>	<i>Water Closets</i>	<i>Urinals</i>	<i>No. of Pupils</i>	<i>Water Closets</i>
50	2	3	50	4
100	4	5	100	7
200	7	9	200	12
300	9	13	300	16
400	11	15	400	19
500	12	17	500	21
1000	19	27	1000	34
2000	32	48	2000	59

"Toilet accommodations for males and females shall be placed in separate rooms, with traveling distance between the entrance doors of not less than twenty (20) feet.

"Juvenile or short closets shall be used for primary and grammar grade schools. This does not apply when latrine closets are used.

"In buildings accommodating males and females it shall be presumed that the occupants will be equally divided between males and females.

"Where water supply and sewerage systems are not available no sanitary equipment shall be installed within the building, but pumps in lieu of drinking fountains, closets and urinals in the above proportions shall be placed upon the school building

grounds, and no closets or urinals shall be placed nearer any occupied building than fifty (50) feet.

"Where pumps or hydrants are used the outlet shall be inverted.

"Buildings more than three (3) stories in height shall be provided with toilet rooms in each story and basement, and in these shall be installed water closets and urinals in the above required ratios in proportion to the number of persons to be accommodated in the various stories.

"Toilet rooms for males shall be clearly marked 'BOYS' or 'MEN' and for females 'GIRLS' or 'WOMEN'."

"Sec. 12600-66. *Gas Lighting*. A system of gas lighting if used shall be installed as follows:

"All outlets in class and recitation rooms shall be dropped from the ceiling and be equally distributed so as to uniformly light the room.

"The number of burners provided shall not be less than the following:

"In auditoriums one, three (3) foot burner to each fifteen (15) square feet of floor area.

"In halls and stairways one, three (3) foot burner to each twenty-four (24) square feet of floor area."

"Sec. 12600-67. *Electric Work*. An electric lighting system if used shall be installed as follows:

"All wiring shall be in conduit. All materials, devices and installations shall be as recommended by the National Board of Fire Underwriters 1923 National Electric Code.

"All stairways, corridors, passageways, hallways and other parts of the building used as a means of ingress or egress shall be adequately lighted by artificial light at all times when the building is occupied after dark. Such lights shall be controlled by switches accessible only to those in authority.

"Assembly halls in connection with or as a necessary part of a school building shall be provided with exit lights properly located and wired with only one fuse between the lights and the main fuse."

"Sec. 12600-69. *Fire Extinguishers*. Standard standpipe and hose shall be provided in basement of grade A buildings and in each story and basement of grade B buildings with sufficient length of one and one-half ($1\frac{1}{2}$) inch hose to reach any part of the story.

"Hose lengths shall not be more than seventy-five (75) feet, and where hose of such length will not reach the extreme portions of the story additional standpipes and hose shall be provided.

"Where water supply is not available, standard chemical fire extinguishers shall be provided in the proportion of one (1) extinguisher to each two thousand (2,000) square feet of floor area or less.

"Standard chemical fire extinguishers shall be provided in each story above the basement of grade A buildings in the proportion to one extinguisher to each two thousand (2,000) square feet of floor area, or less.

"All fire extinguishers shall be prominently exposed to view and always accessible."

"Sec. 12600-70. *Fire Alarm*. All buildings containing more than two (2) school rooms or having a basement, shall be provided with manually operated trip

"fire" gongs not less than eight (8) inches in diameter with incombustible connection enabling the ringing of an alarm from each story in the building.

"In buildings where the distance from the manually operated gongs to the furthest point in the building in the same story is greater than one hundred (100) feet there shall be installed, in addition to the manually operated system, a closed circuit supervised system, consisting of alarm sending stations, sounding devices, and control equipment whereby the operating of a sending station shall automatically sound a pre-determined code on all sounding devices. Any disarrangement that will cause the system to become inoperative shall sound disarrangement bell at the control panel. The supervisory current shall be a separate source of supply so that failure of one supply shall ring warning bell from the other.

"Alarm sounding devices shall be provided and distributed so as to be effectively heard in every room. Such sounding devices shall be distinctive in pitch and quality and shall be used for fire alarm purposes only.

"Alarm sounding stations shall be provided near all the main exits and in the natural path of escape from fire, at readily accessible and visible points which are not obstructed.

"The arrangement of sending stations and the manner of their connection with sounding devices shall be such there shall be no difference between the sounding of actual alarms and drill signals.

"Systems shall be so arranged that no manual intervention will be required, following the actuation of a sending station, for causing effective response of all required sounding devices, nor shall facilities be provided whereby such response can be controlled or modified.

"Where it is desired alarm systems may be arranged to cause automatic transmission of alarms to fire departments upon operation of any alarm sending station. Such connections shall be so arranged as to permit drills to be conducted by those in authority without calling out the fire department.

"In semi-detached buildings gongs shall be provided for each section and shall be connected so as to ring simultaneously from each story of each section.

"Gongs shall be centrally located in the main halls and the operating cords shall be placed so as to be always accessible."

Should more knowledge of the requirements of the "School Building Code" be desired the State Department of Industrial Relations, Columbus, Ohio, will, upon request, send "Bulletin, Ohio State Building Code, School Buildings," which deals with the following subjects:

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A SCHOOL SURVEY BLANK

County..... Name of School..... Dist.....

The Teacher —

Name of Teacher..... Address.....
 Years Experience (including this year)..... Years in present
 position (including this year)..... Did you get your elemen-
 tary education in a rural school?..... How many years of high
 school preparation have you had?..... Number of years
 preparation above high schools?..... What kind of a cer-
 tificate do you hold?..... Salary?.....
 Number months school.....

Pupils —

Enrollment..... Number of families represented.....
 Number of grades..... Number of classes daily.....

Grounds —

How large is the school ground? (sq. rds.)..... Is it well
 drained?..... Fenced?..... Is there a good well
 on the grounds?..... How many growing trees?.....

Is the front sodded?..... Does the school have a flag and a pole?..... Play ground equipment?.....

Toilets —

Are the toilets separate?..... Clean?..... Inside or outside?..... If outside, how many feet apart?..... Are they dry?..... Well lighted?..... Are they in good repair?..... Are entrances protected from view?..... How far from school building?.....

Buildings —

When was the school house built?..... Is the foundation of the school house in good condition?..... Is the roof in good condition?..... Are the windows in good condition?..... Is the building well painted?.....

Light —

Does the light come from the left only?..... From left and rear only?..... From both sides?..... Do the children face windows?..... Do the windows have shades?..... Are they adjustable?.....

Heat —

Is the room heated by basement furnace?..... Room heater?..... Jacketed stove?..... Unjacketed stove?..... Length of school room?..... Width?..... Height?.....

Equipment —

How many lineal feet of blackboard?..... Is it slate?..... Is it composition board?..... Does the school have single desks?..... Are they adjustable?..... How many sizes?..... Is there a good teacher's desk?..... Teacher's chair?..... Wash basin?..... Mirror?..... Towels?..... Does the school have a drinking fountain?..... A covered cooler or stone jar?..... Does the school have a piano?..... Organ?..... Talking machine?..... Does the school have a good dictionary?..... Book case?..... Globe?..... Encyclopedia?..... Reference books?..... Set of wall maps?..... Is the floor oiled?..... or is sweeping compound used daily?..... Are damp or oily cloths used for removing dust?.....

The teacher is asked to fill in the above questionnaire for the county superintendent's information and as a help to the State Department of Education in standardizing the school or schools.

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Date Due

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JUN 26 1962

NOV 23 1982

DEC 11 1971

MAR 20 1960

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The Ohio State University



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Ohio rural and village elementary school

THE OHIO STATE UNIVERSITY BOOK DEPOSITORY



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